



**Graduate Board
Room 57, Stodder Hall
Thursday, September 27, 2018
Refreshments: 3:00pm
Meeting: 3:15pm**

AGENDA

1. Welcome/introductions
2. Approval of May 2018 Graduate Board minutes
3. September 2018 Curriculum Committee report
4. Announcements:
 - a. UMaineGOLD –informational meeting October 17
 - b. Charlotte Newcombe Dissertation Fellowships
 - c. Artober – free transportation on October 5
5. OVPRDGS Report from Vice President and Dean Varahramyan
6. Enrollment Management update
7. Review of program/curricular changes
 - a. EdD in Educational Leadership
 - b. New Concentrations in Forest Resources
 - c. New Concentration in Global Policy
8. ***UMaine's Role as a Modern 21st Research University:*** Discussion of Graduate Board priorities for AY 2018-19
 - a. Topics
 - b. Guest speakers
9. Items arising



**Graduate Board
Room 57, Stodder Hall
Thursday, May 17, 2018
3:00 pm – refreshments
3:15 pm -meeting**

Meeting Minutes

1. Introduction of new GB members and review of GB member list

S. Delcourt explained the three year term for Graduate Board members and read off those whose terms will expire at this academic year. He polled all attending GB members regarding their term expiration dates.

Graduate Board terms were extended for all of the following:

Pankaj Agrawal - 2021
Timothy Bowden - 2021
Keith Evans - 2020
Jacques Ferland - 2021
Cindy Isenhour- 2021
Shaleen Jain - 2021
Karl Kreutz - 2021
David Neivandt - 2021
Stom Ohno - 2021
Eric Pandiscio - 2021
Deborah Rooks-Ellis - 2019
Roy Turner - 2021

2. Updates

S. Delcourt introduced Kathleen Harding-Heber as the new Executive Office Manager for the Graduate School and the new Secretary to the Graduate Board.

3. Review/approval of the April 26, 2018 Graduate Board minutes

Motion to approve, seconded, two abstentions, approved.

4. May 1, 2018 Graduate Curriculum Committee report

S. Delcourt reported that the Curriculum Committee met on May 1st, 2018 and recommends the following courses to the Graduate Board for approval at its May 17th, 2018 meeting.

New Courses:

- EHD 519** Formative Assessments: Research, Practice, and Policy
- EHD 541** Prevention and Intervention in School Settings
- ELL 577** Curriculum & Assessment in ESL/EFL Contexts
- EEL 578** Scaffolding Student Learning Through Differentiation and Contingent Teaching I
- EEL 579** Scaffolding Student Learning Through Differentiation and Contingent Teaching II
- EEL 646** Dyslexia Studies within a Literacy Processing Framework I
- EEL 647** Dyslexia Studies within a Literacy Processing Framework II
- PSE 513** Weed Ecology and Management
- PSY 647** Foundations of Clinical Neuropsychology

Modifications:

- INV 510** Fundamentals and Systems of Innovation Engineering
- INV 511** Innovation Engineering Accelerated II (AKA: Advanced Create, Communicate & Commercialize)
- EDT 545** Legal, Ethical and Security Issues in Educational Technology

Also included - Change in overall credit hours for the Digital Curation graduate certificate

5. Special Event

S. Delcourt announced two outgoing members. He recognized Shaleen Jain (rotating off Executive Committee) and Magda Blaszkiewicz (outgoing GSG President) for their service as members of GB. He also recognized Associate Vice President for Research and Graduate Studies D. Neivandt with the following resolution:

*Resolution of the Graduate Board Thanking
Associate Vice President for Research and Graduate Studies
Dr. David J. Neivandt for his Service to Graduate Education
at the University of Maine*

May 17, 2018

Whereas today is the final scheduled meeting of the Graduate Board for the 2017-2018 academic year, the Graduate Board wishes to acknowledge the accomplishments of Associate Vice President for Research and Graduate Studies and Director of the Graduate School of Biomedical Science and Engineering, David J. Neivandt for his dedicated work in the Graduate School over the past four years.

Since joining the University of Maine in 2001, Associate Vice President Neivandt's commitment to graduate education and research has been exemplary. He has twice been honored by the Graduate Student Government with the Graduate Student Mentoring Award and twice by the Dean of the College of Engineering with the Dean's Excellence Award, as well as with the College of Engineering's Early Career Faculty Research Award in 2006.

Dr. Neivandt has been an active member of the Graduate School of Biomedical Science and Engineering from its initial implementation and chaired the admissions committee for several years before replacing Dr. Carol Kim as Director. When research and graduate studies were administratively combined under a new organizational model in 2013, as Associate Vice President for Research and Graduate Studies, Dr. Neivandt was central in enhancing the synergy between the University's research efforts and its graduate mission.

We extend to Dr. Neivandt our very best wishes as he leaves the Office of the Vice President for Research and Dean of the Graduate School to focus more of his time on the leadership of the Graduate School of Biomedical Science and Engineering and mentoring his own graduate and undergraduate students.

Motion to record the resolution in official minutes, seconded, unanimous approval.

6. 2018-19 Executive Committee election

S. Delcourt stated that the position in the College of Engineering on the Executive Committee will remain open. Further discussion may occur with Shaleen Jain regarding the opening.

7. Graduate Commencement

S. Delcourt announced a survey was sent out to collect feedback on the Graduate Commencement Ceremony. He asked GB members for feedback on the event. Faculty members had difficulty with sound in the front row and on stage. Members expressed the event was well attended and flowed smoothly. D. Neivandt liked the setup without the additional chairs for the Saturday Commencement. Some discussion among the Graduate Board membership regarding the sound issues and the issues of size difference between the CCA and the Alford. Larger pool of graduates this year - and they wanted to be able to invite more than 2-3 guests each so it pushed us to the Alford. S. Delcourt encouraged feedback and completion of the survey by anyone who attended.

8. ETD submission

Deborah Rollins from the library had previously come to the Graduate Board meeting and described that about two-thirds of graduate students were restricting access to their theses and dissertations on the DigitalCommons@UMaine to the UMaine community which in turn limits availability through interlibrary loan, and limits overall access to university research, which seems contrary to the mission of a public research university. S. Delcourt said that the Executive Committee had crafted a new strategy, below, to

capture two feasible options for students submitting theses or dissertations. For students who wished to restrict access to their work for a limited period of time, an embargo would replace the UMaine only option. He explained the initial embargo period is offered upon request for up to two years. The Final Thesis Acceptance form will parallel the options on the DigitalCommons.

Open access only or embargo would be the new options. An initial two-year embargo term could be extended upon request.

Motion to approve, seconded, unanimous approval.

9. Wrap-up discussion of splitting TA Orientation into STEM and non-STEM sections.

S. Delcourt stated he will work with N. Stormer, D. Dryer, English, K. Pelletreau, CITL and potentially E. Haddad or someone from the Dean's Office to come up with parallel TA training program for students in Communications, English, History, Music, and Anthropology.

S. Delcourt explained that N. Speer from RiSE center expressed an interest to make STEM TA training two full days. English and Communication get a full week of TA training. GB discussed one day for all TAs and then separate TAs by discipline for a second day to receive discipline based training. He will keep GB informed about final decision for TA training.

Grad Coordinators will be hearing from Kristyn Gerow regarding TA orientation and all will also be invited to the 2nd day of orientation dedicated to all Grad Students.

10. Other items to discuss...

J. Ferland urged GS to consider outcomes when allocating TA positions between programs. S. Delcourt explained current model and the difficulty in moving positions from one department to another.

S. Delcourt asked J. Ferland to share the data he has collected in support of his program maintaining the TA's that they currently have.

S. Delcourt stated that the UMaineGold initiative has been created to help programs gain enrollment to help fund TAs or other initiatives within the program. Reward departments that are able to increase enrollment.

Meeting adjourned 3:58pm

CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on September 11th, 2018 and recommends the following courses to the Graduate Board for approval at its September 27th, 2018 meeting.

New Courses:

SED 566 Executive Function in Learning

EDT 515 Dynamic PK-12 Library Management

Modifications:

SED 543 Program Planning and Curriculum Access



THE WOODROW WILSON
National Fellowship Foundation

TO: Department Chairs and Deans
FROM: Stephanie J. Hull *Stephanie J. Hull*
Executive Vice President and Chief Operating Officer
SUBJECT: Fellowships for junior faculty, instructors, and graduate students
DATE: September 4, 2018

The 2019 competition has opened for fellowships at the Woodrow Wilson National Fellowship Foundation. These programs offer not only support for student and faculty work, but also the opportunity to join a seven-decade network of Woodrow Wilson Fellows. The nearly 27,000 Woodrow Wilson Fellows are a select group with an impressive collective record of scholarship, teaching, service, and public influence.

For doctoral candidates completing dissertations:

The Charlotte W. Newcombe Doctoral Dissertation Fellowships (woodrow.org/newcombe)

Designed to encourage original and significant study of religious and ethical values in fields across the humanities and social sciences, the 2019 Newcombe Fellowships are available to Ph.D. and Th.D. candidates who expect to complete their dissertation between April and August 2020. **The competition deadline is November 15, 2018.** Questions may be directed to newcombe@woodrow.org.

The Woodrow Wilson Dissertation Fellowships in Women's Studies (woodrow.org/womens-studies)

encourage research about women and gender that crosses disciplinary, regional, or cultural boundaries. Recent Fellows have explored such topics as reproduction in the context of chronic disease, algorithmic detection of child abuse images, and changing feminist visions at the UN from 1975 to 1995. **The competition deadline is October 15, 2018.** Questions may be directed to ws@woodrow.org.

For junior faculty:

Course Hero–Woodrow Wilson Fellowship for Excellence in Teaching (woodrow.org/coursehero)

This new fellowship created by Course Hero, an online learning library, and administered by the Woodrow Wilson National Foundation is intended to support non-tenure track and tenure-track faculty in the humanities/social sciences, life sciences, mathematics/physical sciences, and business who exhibit a commitment to outstanding undergraduate teaching practice, creating a new level of engagement for students in and beyond the classroom. Non-tenure-track Fellows will receive \$20,000 and tenure-track Fellows will receive \$30,000. Eligibility requirements for both awards are posted at www.woodrow.org/coursehero. Exceptional candidates for both awards provide strong evidence of excellence in undergraduate teaching.

The competition deadline is November 9, 2018. Questions may be directed to coursehero@woodrow.org.

The Nancy Weiss Malkiel Junior Faculty Fellowships (woodrow.org/NWMFellows) support tenure-track junior faculty as they work toward achieving tenure. Applicants must successfully pass their third-year review no later than January 31, 2019. The program is open to faculty in any field of the humanities or social sciences; preference will be given to those working on 20th- and 21st-century American history, politics, culture, and society, with emphases including African American issues, women's issues, and/or higher education. **The competition deadline is December 3, 2018.** More information is available at woodrow.org/NWMFellows, and questions may be directed to NWMScholars@woodrow.org

Thank you for your consideration; we look forward to hearing from any excellent candidates whom you might help us to identify.

Staying in the dorms for Fall Break?
Join the free bus trip on Fri, Oct 5
from campus to Bangor for the

ARTober

Kickoff Event,
tour the UMaine Museum of Art,
and join the year's last
Downtown Bangor ARTwalk

How do I get on the bus?

It's easy! A first-come, first-served bus will leave from the Collins Center for the Arts parking lot at 4:00 p.m. and return to that location at about 8:15 p.m. You can also drive your own car if you prefer. Please carpool! Invite friends!!

We will start with free pizza and a tour of the UMaine Museum of Art (40 Harlow St.) at 4:30 pm, then walk one block to another free reception and performances at the Bangor Arts Exchange (193 Exchange St.).

**This free trip is co-sponsored by the Office of Student Life,
the McGillicuddy Humanities Center, and the UMaine Museum of Art.
For more info, please email History Professor Liam Riordan
(riordan@maine.edu)**

<p><u>Kathleen Harding-Heber</u> Executive Office Manager (581- 3289, kathleen.hardingheber@maine.edu)</p> <ul style="list-style-type: none"> • Stodder Hall building manager • Graduate School staff supervisor • Financial account manager • Graduate fellows • Event coordinator • GA supervisor • Graduate Board Secretary • GSBSE Leadership Team Member 	<p><u>Jamie Ballinger</u> Assistant Director of Graduate Enrollment Management Services (581.1623, jamie.ballinger@maine.edu)</p> <ul style="list-style-type: none"> • Recruitment contact for graduate professional programs • Graduate enrollment management strategy
<p><u>Crystal Burgess</u> Director of Graduate Communications (581.3223, crystal.burgess@maine.edu)</p> <ul style="list-style-type: none"> • CRM Administrator (TargetX) • Website/online application maintenance • Social media • ImageNow/WebNow office contact person • NAGS Assistant 	<p><u>Jillian Layaou</u> Coordinator of International Student Recruitment (581.4719, jillian.layaou@maine.edu)</p> <ul style="list-style-type: none"> • Recruitment contact for international prospective applicants • International graduate student communication • International recruitment strategy
<p><u>Kristen Freeman</u> Special Assistant for the Director of the Graduate School of Biomedical Science and Engineering (581.4654, kristen.freeman1@maine.edu)</p> <ul style="list-style-type: none"> • GSBSE primary contact • Meeting scheduling for GSBSE Director 	<p><u>Debbi Clements</u> Academic Records Specialist (581.3221, debbi.clements@maine.edu)</p> <ul style="list-style-type: none"> • Student/Department official correspondence • Graduate student information databases • Graduate Faculty appointments (ROQ's) • Immigration documentation for international students • Review of Part-Time Temporary Faculty and Overload Teaching Agreements • Domestic Study Away verification
<p><u>Jessica Ouellette</u> Administrative Support Supervisor (581.3220, jessica.ouellette1@maine.edu)</p> <ul style="list-style-type: none"> • Degree and certificate applications & supporting materials • ImageNow/WebNow office contact person • Applicant/Department communications • Graduate School catalog • Graduate Assistant appointments & insurance • Front desk supervisor 	<p><u>Kacey Beckwith - Front Desk</u> Administrative Specialist (581.3291, Kacey.beckwith@maine.edu)</p> <ul style="list-style-type: none"> • Meeting scheduling for Associate Vice President • Office reception • Short-term housing contact • Stodder resident coordinator • Conference room reservations • Graduate assistant & fellow assistance • Curriculum Committee contact person
<p><u>Gail Boucher</u> Administrative Specialist (581.3219, gail.boucher1@maine.edu)</p> <ul style="list-style-type: none"> • Graduate non-degree applications • Graduate student registration • Financial adjustments • Fee processing and deposits • Office reception / back-up • Change of grade verification • Retro-active course add/drop 	<p><u>Katie Rossignol -Student Success Manager</u> (581.4217, Kathryn.rossignol@maine.edu)</p> <ul style="list-style-type: none"> • Prospective student program advisor • Thesis review • Degree auditor • Evaluation of graduate transfer credits • Programs of study • Withdrawals, leave of absence, low grade reports • Graduate School surveys • Staff assistant for IPhD and MAIS programs
<p><u>Coordinator of Strategic Recruitment - TBD</u></p> <ul style="list-style-type: none"> • Recruitment contact for prospective applicants • Graduate applicant communication • US & Canada recruitment strategy 	<p><u>Annie Weese, Anna Martin, David Bickford-Duane, Lauren Wheelock, Jennifer Jain, Haley Brown</u> Graduate Assistants for the Graduate School (581.3217, graduate@maine.edu)</p> <ul style="list-style-type: none"> • Student recruitment/admission marketing • Campus tours & Special Projects for the Graduate School

2018-2019 Admissions and Enrollments

	Applicants		Admissions		Enrollments	
	2018	2017	2018	2017	2018	2017
Masters	1102	1050	720	633	415	381
Doctoral	451	380	126	102	73	70
Certificate	126	110	114	93	73	58
TOTAL	1679	1540	960	828	561	509

Up 9% in Applications

Up 16% in Admissions

Up 10% in Enrollments

3a

College of Education and
Human Development



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To: Scott Delcourt, Associate Vice President for Graduate Studies and Senior Associate Dean

From: Jim Artesani, Associate Dean for Graduate Studies, Research, and Outreach

Date September 19, 2018

JA

Re: Ed.D. in Educational Leadership

Attached you will find the program handbook containing the revised curriculum and program of study for the Ed.D. in Educational Leadership. This program is designed specifically for practicing school administrators and their unique educational needs. The first cohort of students began this fall 2018 and is coordinated by Dr. Ian Mette. Please let me know if you need further information.



THE UNIVERSITY OF
MAINE

Ed.D. in Educational Leadership

College of Education and Human
Development

ADMITTING FOR SUMMER 2018 AND ONWARDS

Ed.D. in Educational Leadership

51-57 credits

4 year program

Educational Leadership Faculty

Dr. Ian Mette, Assistant Professor, Ed.D. Program Coordinator

Dr. Richard Ackerman, Professor

Dr. Catharine Biddle, Assistant Professor

January 2018

Why is the UMaine Ed.D. in Educational Leadership Right for You?

At the University of Maine, we value the people we serve. That's why the College of Education and Human Development (COEHD) has strategically restructured the Ed.D. in Educational Leadership program to better meet the needs of practitioners throughout the State of Maine. The UMaine Educational Leadership faculty bring real-world leadership experience, know the cultural importance of Maine communities, and are nationally recognized for their expertise and support of rural educational leadership.

Our faculty understand the importance of bridging the practice-theory gap in our state. Specifically, the Ed.D. in Educational Leadership program provides:

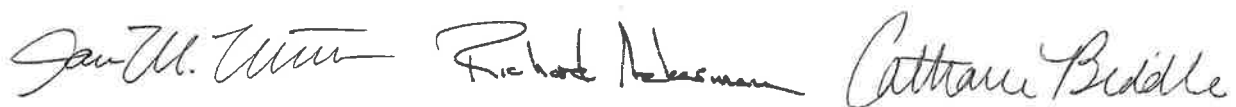
- Leadership development for practitioners through a laboratory of practice
- Ability to identify and address problems of practice
- Collect and analyze data at the local level to improve student outcomes
- Internalize problem-solving skills for 21st century schools
- Develop knowledge to impact practices throughout Maine

Additionally, our faculty specialize in providing hands-on application of theory in meaningful ways to improve practice in the following areas:

- Organizational Learning
- Instructional Leadership
- School-Community Partnerships
- Teacher Leadership Development
- Rural Education

Through our intensive four year cohort program, members collaborate with each other, develop new ways to engage with and inspire their faculty, and model for other educators the commitment to the organizational development of their education system. Schools, to succeed, need insightful, sensitive, and courageous leaders. The UMaine Educational Leadership faculty are committed to educating such leaders to serve their schools and to expand the shared knowledge of school leadership. Given the increasing complexity of both educational and organizational processes, this mission requires new ways of understanding school leadership and, especially, new methods of developing the vital skills and capacities that will make our members the leaders our schools deserve.

We are proud of our work to serve the educational leaders of Maine. Join us and help preserve the rich educational heritage in our great state! Together, we can make a difference for generations of future Mainers.



Ed.D. in Educational Leadership

The Educational Leadership Program of the University of Maine College of Education and Human Development (COEHD) has offered a Doctor of Education (Ed.D.) degree in Educational Leadership since 1982. The program has largely served a population of practitioners in Maine who have sought to deepen their understanding of schools, districts, state and national policy, and leadership practice in K-12 schooling. In sync with recent national conversations around the restructuring of Ed.D. programs, the University of Maine is proud to relaunch a revised Ed.D. starting in the summer of 2018.

Faculty and cohort members share responsibility for learning in our courses. Faculty challenge and support members to define their learning needs and to chart their own learning paths, blending ideas about schooling and leadership with their own "real" practice of leadership in the schools they work in. This approach to learning is predicated on the belief that every person is a teacher and a learner, an expert and a novice, a leader and a follower.

UMaine Ed.D. Structure

The UMaine Ed.D. program is designed to support the training of scholarly practitioners who will use the program to address a problem of practice. The competitive program supports educators in PK-12 leadership positions through a four year design, where students take two 8-week classes in the fall, two 8-week classes in the spring, and one intensive class in the summer. UMaine is proud to address the social, political, cultural, spatial, and organizational contexts of leaders throughout Northern New England by bridging the gap between theory and practice, as well as supporting leaders to make better informed decisions using their laboratories of practice.

Rigorous Development of Scholarly Practitioners

UMaine Ed.D. members will complete:

- 15 credits in Foundations of Education
- 9 credits in Instructional Leadership
- 12 credits in Research and Evaluation
- 15 credits in Dissertation Planning and Execution
- Optional 6 credits in either a Superintendent Internship or Curriculum Coordinator Internship

Learning Outcomes

- Development of a problem of practice that is explored throughout coursework
- Immediate connection between theory, methodology, and practice
- Ongoing products developed over the first two years of coursework culminating in a portfolio defense and qualifying process
- Use of embedded coursework to support entire dissertation process

Educational Leadership Ed.D. Admissions Requirements

The Ed.D. Program in PK-12 Educational Leadership seeks to admit post-master's students who: 1) have leadership experience in PK-12 education and who wish to grow professionally and academically; 2) intend to make substantial contributions to the leadership of PK-12 education and are committed to making a positive difference in their leadership practice and workplace; 3) demonstrate the self-direction necessary for advanced graduate study and independent research; and 4) possess the ability and motivation to succeed in the rigorous interpersonal and academic demands of doctoral study.

Applicants interested in the University of Maine EdD program will need the following:

- A recommended minimum 3.0 GPA from undergraduate coursework
- A recommended minimum 3.5 GPA from master's coursework (totaling no less than 30 credits)
- Official transcripts from all post-secondary coursework (master's and above)
- A completed application, which includes:
 - An updated resume/CV detailing educational experiences
 - A one page (250 words or less) description of the leadership role of the applicant, which typically includes superintendents, principals/assistant principals, curriculum coordinators, or department chairs
 - Preference will be given to applicants who have formal leadership roles to ensure they can control how they address a problem of practice
 - A three page (750 words or less) description of the problem of practice the applicant hopes to address, which includes:
 - Identification of the problem of practice and its relevance to the applicant's leadership, specifically as it relates to the everyday practice of the applicant
 - Discussion of the contributing factors that exacerbate the problem of practice, and what has been done in the past to address the problem
 - Analysis of how the applicant hopes to address the problem of practice as they develop as a scholarly practitioner, and how they envision themselves being able to bridge the theory-practice gap
 - Three signed letters of recommendation
 - One letter should come from a school official/direct supervisor who can a) attest to an applicant's qualifications, b) speak to support that will be offered to the applicant to address her/his problem of practice throughout the coursework, and c) address why the applicant's problem of practice is important to address in the school system in which the applicant is a leader
 - Two letters should come from professors who have firsthand knowledge of the applicant's ability to function as a scholarly-practitioner and conduct a rigorous study to address a problem of practice

Program Overview

Foundations of Education (15 credits)

- EHD 676 Doctoral Seminar in Educational Administration (3 credits)
- EAD 698 Learning and Organizational Development (3 credits)
- EAD 658 Advanced Leadership in Systems Thinking (3 credits)
- EAD 654 Educational Policy (3 credits)
- EAD XXX Social Contexts of Education (3 credits)

Instructional Leadership Core (9 credits)

- EAD 656 Advanced Ethical Leadership (3 credits)
- EAD XXX Advanced Supervision (3 credits)
- EAD XXX The Adult Learner (3 credits)

Research and Evaluation (12 credits)

- EHD 690 Foundations of Inquiry (3 credits)
- EHD 573 Quantitative Data Analysis for Scholarly Practitioners (3 credits)
- EHD 571 Qualitative Data Analysis for Scholarly Practitioners (3 credits)
- EAD XXX Program Evaluation (3 credits)

Dissertation Planning and Execution (15 credits)

- EAD XXX Dissertation Proposal Course (3 credits)
- EAD XXX Dissertation I (3 credits)
- EAD XXX Dissertation II (3 credits)
- EAD XXX Dissertation III (3 credits)
- EAD XXX Dissertation IV (3 credits)

District Leadership Certification (6 credits) [optional]

- EAD 692 Superintendent Internship I (3 credits)
- EAD 693 Superintendent Internship II (3 credits)

Foundations of Education	15 credits
Instructional Leadership Core	9 credits
Research and Evaluation	12 credits
District Leadership Internship [optional]	[6 credits]
<u>Dissertation Planning and Execution</u>	<u>15 credits</u>
TOTAL CREDITS	51 credits OR
	57 credits w/ Superintendent
	Internship OR Curriculum
	Coordinator Internship

Summer Semester Year 1 (2018) Dates: Mid May – End of June (6-7 weeks) EHD 676 Doc Seminar	Fall Semester Year 1 (2018) Dates: Two 8 week courses (weekly classes with one Saturday) EAD 658 Advanced Leadership in Systems Thinking EHD 690 Foundations of Inquiry	Spring Semester Year 1 (2019) Dates: Two 8 week courses (weekly classes with one Saturday) EAD 698 ST Learning & Org. Development EHD 573 Quantitative Data Analysis for Practitioners
Summer Semester Year 2 (2019) EAD 656 Advanced Ethical Leadership	Fall Semester Year 2 (2019) EAD 654 Educational Policy EHD 571 Qualitative Data Analysis for Practitioners	Spring Semester Year 2 (2020) EAD XXX Social Contexts of Education EAD XXX Advanced Supervision
Summer Semester Year 3 (2020) EAD XXX The Adult Learner	Fall Semester Year 3 (2020) EAD XXX Program Evaluation EAD XXX Dissertation Proposal	Spring Semester Year 3 (2021) EAD XXX Dissertation I (Group A) EAD XXX Dissertation I (Group B)
Summer Semester Year 4 (2021) EAD XXX Dissertation II (Group A) EAD XXX Dissertation II (Group B)	Fall Semester Year 4 (2021) EAD XXX Dissertation III (Group A) EAD XXX Dissertation III (Group B)	Spring Semester Year 4 (2022) EAD XXX Dissertation IV (Group A) EAD XXX Dissertation IV (Group B)
	EHD 692 Superintendent Internship I OR Curriculum Coordinator Internship [optional]	EHD 693 Superintendent Internship II OR Curriculum Coordinator Internship [optional]

UMaine Ed.D. in Educational Leadership Course Descriptions

- EHD 676 Pro Seminar 3 credits**
This course is an exploration of the historical and philosophical assumptions that inform various genres, designs, theories, methods, and issues of ethics and rigor associated with qualitative and quantitative research in education and related fields. This is not a techniques course but rather one that engages students in an in-depth overview of research paradigms. It draws from disciplines such as history, sociology, philosophy, and anthropology to sharpen students' abilities to examine, understand, and explain educational research as critical producers and consumers of research in the social sciences.
- EAD 698 Learning and Organizational Development 3 credits**
- EAD 658 Advanced Leadership 3 credits**
This course will focus in systems thinking and the development of school community partnerships
- EAD 654 Educational Policy 3 credits**
- EAD XXX Social Contexts of Education 3 credits**
- EAD 656 Ethical Leadership 3 credits**
This course will provided the foundation to address ethical issues around structural inequities experienced in school systems and ways in which scholarly practitioners can remediate these inequities.
- EAD XXX Advanced Supervision 3 credits**
- EAD XXX The Adult Learner 3 credits**
- EHD 690 Foundations of Inquiry 3 credits**
- EHD 573 Quantitative Data Analysis 3 credits**
This course will provide a contextual understanding for quantitative data analysis for scholarly practitioners.
- EHD 571 Qualitative Data Analysis 3 credits**
This course will provide a contextual understanding for qualitative data analysis for

scholarly practitioners.

EAD XXX Program Evaluation 3 credits

EAD XXX Dissertation Proposal Course 3 credits

EAD XXX Dissertation I 3 credits

EAD XXX Dissertation II 3 credits

EAD XXX Dissertation III 3 credits

EAD XXX Dissertation IV 3 credits

Portfolio Defense and Qualifying Process

The portfolio defense and qualifying process allows Ed.D. members to signal readiness to move into the dissertation phase of the program. Members will be required to create an electronic portfolio that is comprised of the following:

Written Products

Ed.D. members will write five, 2000 words or less statements that address how theory is applied to practice. These documents provide a rigorous overview of the relevant literature that is pertinent to educational leaders. Specifically, these five statements are:

- Problem of Practice Statement
- Leadership Statement
- Organizational Analysis
- Vision Statement
- Policy Statement

Members will be asked to plot rubric-based feedback to identify areas of strength and opportunities for improvement.

Theory in Action Products

Ed.D. members will be asked to include artifacts from methodology courses to show understanding and ability to apply concepts in practice. Specifically, these artifacts should include:

- The artifact itself
- 100-150 word abstract of the artifact and what was learned from the process
- 250 word rationale of how this artifact has impacted and changed practice
- 250 word reflection on how the artifact might influence a dissertation in practice

Problem of Practice Qualifying Paper

Ed.D. members will be required to synthesize information from throughout the first two years of coursework and produce a 25-30 page document that identifies the following:

- Problem of practice
- Description/context of the problem of practice
- Relevant literature about the problem of practice
- Proposed intervention to study and remediate the problem of practice
- Description of the methods to be collect and analyze data

Oral Defense of the Portfolio and Qualifying Process

Each Ed.D. member will formally defend her/his portfolio to the Educational Leadership faculty. During this defense, a majority (more than 50%) of the faculty must determine the portfolio (all products and qualifying paper) to be deemed successful. A second defense that is determined to be unsuccessful will result in the termination of the member's Ed.D. program.

Dissertation Process

Dissertation Guidelines

UMaine's Ed.D. candidates should address a problem of practice that will make a meaningful contribution to the improvement of their educational organization. The dissertation itself should provide evidence on how to improve the functionality of the local education system, which in turn informs local stakeholders, including but not limited to students, parents, teachers, and community members. In collaboration with their school district, Ed.D. members can conduct one of the following options:

- Project development, implementation, and assessment
- Organizational analysis and improvement plan
- Action research project
- Technical report (e.g. MEPRI)

Dissertations in the UMaine Ed.D. program should be about 60-80 pages in length, specifically covering the following chapters:

- Section 1: Context of the Problem of Practice (local setting, cultural context, leadership challenges, research questions)
- Section 2: Literature Review (scholarship informing the problem of practice, as well as theoretical frameworks and/or conceptual frameworks)
- Section 3: Methodology (research in action, methods, data collection and sources)
- Section 4: Analysis and Immediate Results (descriptive statistics and/or codes)
- Section 5: Findings (evidence)
- Section 6: Discussion and Impact on Practice (lessons of leadership, shared knowledge for practice, implications for future policy development).
- Section 7: Conclusion

Dissertation Committee

The dissertation committee will be composed of at least two faculty members of the College of Education and Human Development, preferably in Educational Leadership. An additional member from outside COEHD may serve on the committee as well, preferably a practitioner in the field. Exceptions to the committee structure may occur with permission of the program chair and school director.

Dissertation Defense

Each Ed.D. member will formally defend her/his dissertation to her/his dissertation committee. During this defense, a majority (more than 50%) of the committee must determine the dissertation to be deemed successful. A second defense that is determined to be unsuccessful will result in the termination of the member's Ed.D. program.

NOTE: These processes may be updated and are subject to change.

Memorandum

From: Mehdi Tajvidi, Graduate Coordinator of the School of Forest Resources
To: Scott Delcourt, Assistant Vice President for Graduate Studies and Senior Associate Dean
Subject: SFR Graduate Program Concentrations
Date: July 19 2018

Background:

The School of Forest Resources (SFR) currently offers its Master of Science and Ph.D. graduate degrees under the general title of "Forest Resources". Given the diverse nature of the graduate studies at SFR ranging from social sciences to advanced biomaterials, the need for specialized graduate degrees, and to benefit current and future graduate students in the job market, on April 17 2018 the SFR faculty voted for the offering of official concentrations for SFR graduate programs.

Approved concentrations:

Currently five graduate concentrations are approved within the Forest Resources graduate degree:

- 1. Forest Ecosystem Science
- 2. Forest Policy and Economics
- 3. Human Dimensions of Natural Resources
- 4. Bioproducts Engineering
- 5. Parks, Recreation and Tourism

Notes:

- 1. In order to qualify for graduate concentrations, the students must pass at least four (4) courses from the list corresponding to each concentration as provided in Appendix A. One of the four required courses for all concentrations is SFR-521 Research Methods.
- 2. Other requirements for the graduate concentrations are determined on a case-by-case basis by the Graduate Advisory Committee of the graduate student and will be outlined in the student's Program of Study. These may include specific courses, research topic, or advisory committee composition requirements.
- 3. The graduate concentrations will be optional. A general Forest Resources degree will still be offered.

Regards


Mehdi Tajvidi
Graduate Coordinator
School of Forest Resources

Appendix A: List of elective courses for each SFR Graduate Concentration

Forest Ecosystem Science
INT 527 Integration of GIS and Remote Sensing Data Analysis in Natural Resource Applications
SFR 521 Research Methods
SFR 503 Advanced Forest Measurements & Modeling
SFR 575 Advanced Forest Biometrics
SFR 507 Forest Ecology
SFR 605 Forest Ecosystem Science
PSE 440 Soil and Environmental Chemistry
PSE 469 Soil Microbiology
BIO 550 Biogeochemistry of Terrestrial Ecosystems
BIO 572 Paleoecology
BIO 568 Advanced Plant Ecology
BIO 532 Biology of the Fungi
BIO 462 River Ecology
BIO 468 Lake Ecology
BIO 430 Ecology and Systematics of Aquatic Insects
BIO 432 Biology of Fungi
WLE 413 Wetland Delineation and Mapping
WLE 423 Wetland Ecology and Conservation
WLE 479 Wildlife Conservation in a Changing World
ERS 441 Glaciers and Out Landscapes
ERS 521 Low Temperature-Pressure Geochemistry
ERS 580 Introduction to Hydrogeology

Appendix A: List of elective courses for each SFR Graduate Concentration

Forest Policy and Economics
SFR 521 Research Methods
SFR 544 Forest Economics
SFR 617 Forest Policy
SFR 577 Forest Management
ECO 514 Microeconomic Theory OR ECO 410 Accelerated Introductory Economics
ECO 530 Econometrics OR ECO 485 Introduction to Economic Statistics and Econometrics
ECO 571 Environmental & Resource Econ
SFR 504 Rural Communities: Theory and Practice
ECO 527 Regional Economics: Modeling
SFR 508 Management of the Acadian Forest
SFR 501 Forest Operations Planning

Appendix A: List of elective courses for each SFR Graduate Concentration

Human Dimensions of Natural Resources
SFR 521 Research Methods
ANT 500 Advanced Social Theory
ANT 550 Anthropological Dimensions of Environmental Policy
SFR 504 Rural Communities: Theory and Practice
ANT 564 Ecological Anthropology
SFR 528 Qualitative Data Analysis Natural Resources
CMJ 580 Environmental Communication
CMJ 604 Qualitative Communication Research Methods
CMJ 608 Communication Theory
CMJ 610 Seminar in Risk Communication
ANT 510 Climate, Culture and the Biosphere
ANT 530 Human Dimensions of Climate Change
ANT 553 Institutions and the Management of Common Pool Resources
PSY 561 Advanced Social Psychology
PSY 630 Current Topics in Social Psychology
EHD 571 Qualitative Research: Theory, Design, and Practice
SMS 552 Coupled Natural & Human Systems
SMS 567 Knowledge and Participation in the Science Policy Process
ECO 581 Agent-based Modeling
SMS 563 Fisheries Policy and Management
BIO 593 Advanced Biometry
SFR 617 Forest Policy
INT 527 Integration of GIS and Remote Sensing Data Analysis in Natural Resource Applications
SFR 593 Sustainable Tourism Planning

Appendix A: List of elective courses for each SFR Graduate Concentration

Bioproducts Engineering
SFR 530 Wood Physics
SFR 570 Cellulose Nanomaterials and their composites
SFR 521 Research Methods in Forest Resources
CIE 644 Advanced Composite Materials
SFR 531 Mechanics of Wood and Wood Composites
SFR 550 Wood-Polymer Hybrid Composites
SFR 545 Adhesion & Adhesives Technology
CHY 523 Advanced Polymer Chemistry
CHY 583 Advanced Wood Chemistry
CET 413 Statics and Strength of Materials
CET 414 Structural Design
MEE456 - Introduction to Finite Element Method
CIE 544 Design of Wood and Masonry Structures
CIE 549 Numerical Methods in Engineering
STS 434 Introduction to Statistics
MAT 453 Partial Differential Equations I
CHE 410 Advanced Materials
PSE 509 Experimental Design
CIE 543 Introduction to Composite Materials in Civil Engineering
INV 510 Innovation Engineering Accelerated
INV 511 Experience: Innovation Engineering Case Study
INV 590 Using Innovation: Proposal & Project

Appendix A: List of elective courses for each SFR Graduate Concentration

Parks, Tourism and Recreation
SFR 521 Research Methods
SFR 593 Sustainable Tourism Planning
SFR 528 Qualitative Data Analysis Natural Resources
INT 527 Integration of GIS and Remote Sensing Data Analysis in Natural Resource Applications
SFR 504 Rural Communities: Theory and Practice
ANT 597: Research Design and Methods
ANT 550 Anthropological Dimensions of Environmental Policy
ANT 553 Institutions and the Management of Common Pool Resources
ANT 564 Ecological Anthropology
CMJ 580 Environmental Communication
CMJ 604 Qualitative Communication Research Methods
ANT 500 Advanced Social Theory
PSY 561 Advanced Social Psychology
PSY 630 Current Topics in Social Psychology
EHD 571 Qualitative Research: Theory, Design, and Practice
SMS 552 Coupled Natural & Human Systems
SMS 567 Knowledge and Participation in the Science Policy Process
ECO 581 Agent-based Modeling
SFR 544 Forest Economics
SFR 617 Forest Policy
ECO 527 Regional Economics: Modeling

Department of Anthropology



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April 2, 2018

Assoc. Dean Tim Cole
Academic Council
College of Liberal Arts and Sciences
University of Maine

Dear Tim,

I attach a plan for a new concentration in the SPIA MA in Global Policy degree, on Climate Change Policy, for consideration by the Academic Council at their April meeting. This concentration was developed by Asst. Prof. Cynthia Isenhour (Anthropology Department and Climate Change Institute) and Asst. Prof. Aaron Strong (School of Marine Science), both of whom are Cooperating faculty in SPIA. This will be the fourth concentration in SPIA; the others are Environmental Policy, Trade & Commerce, and Security & Foreign Policy (<https://spia.umaine.edu/degrees-programs/>).

This new concentration builds on UMaine's signature area of Climate Change, and we expect it will prove attractive to many students, both because of the timeliness of the topic and the recognized strength of the University in this area.

Please let me know if you need any additional information.

Sincerely,

Dan Sandweiss
Director, School of Policy and International Affairs
Professor of Anthropology and Quaternary & Climate Studies
Cooperating Professor of Earth and Climate Sciences
University of Maine

Please Note: A new course, International Climate Policy, is currently under development. If approved, it will replace SMS 598 (which will become an elective) in the Spring of 2019.

B. Policy Electives (6 Credits)

ANT 550 Anthropological Dimensions of Environmental Policy
BUA 645/ERS 602 Abrupt Climate Change, Business, and Policy
CET 412 Sustainable Populations and Environmental Design and Construction
CMJ 404 Risk Communication
CMJ 610 Seminar in Risk Communication
ECO 405 Sustainable Energy Economics and Policy
ECO 450 International Environmental Economics and Policy
ECO 571/572 Advanced Environmental and Resource Economics
ECO 599 Special Topics: Energy Policy/Climate Policy
EES 489 Critical Issues in Ecology and Environmental Sciences Policy
INT 500 Special Topics in Interdisciplinary Climate Change Studies
LAW 694 Climate Change Law & Policy
PHI 432 Environmental Philosophy and Policy

C. Climate Science Electives (6 Credits)

ANT/BIO 510 Climate, Culture and the Biosphere
ANT 420 Human Impacts on Ancient Environments
CHE 480 Pollution Prevention in Industrial Ecology
CIE 431 Pollutant Fate and Transport
EES 418 Environmental Assessment and Management Techniques
EES 489 Critical Issues in Ecology and Environmental Sciences Policy
ERS 542 Climate and the Earth System
ERS 602 Past Climates

To provide students with flexibility in course selection appropriate to their career goals, other courses can be substituted with approval from the SPIA graduate coordinator. Please be advised that the Graduate School only allows two courses at the 400 level to be counted toward a graduate degree.

ENDORSEMENTS:

Leader, Initiating Department/Unit(s) [sign and date]

College(s) Curriculum Committee Chair(s) [if applicable]

Thane Fierman  5-9-18

College Dean(s)

Timothy M. Cole  5/8/2018

Graduate School
