



**Graduate Board**  
**Thursday, September 28, 2023**  
**57 Stodder Hall**

**12:30-2:00 pm**

AGENDA

1. Review and approval of the April 27, 2023 Graduate Board minutes
2. Review and Approval of the September 2023 Graduate Curriculum Committee report
3. Announcements/updates
  - Graduate Student Workers' Union movement
  - [Draft mentoring guidelines](#)
  - Homecoming Graduate Centennial celebration
  - Budget for graduate assistantship lines
  - Sharing graduate student highlights
  - Xerox printing
  - Hyflex courses and international students
  - Update on doctoral completion degree efforts
4. D. Eng in Engineering Technology proposal – Ray Hintz; Will Manion
5. Updated IEI curriculum – Erin-Kate Sousa
6. Transition Leadership graduate certificate proposal - Sarah Howorth
7. Progress on outcomes assessment for graduate programs – OIRA team
8. Promoting accelerated degree program options to newly admitted undergrads – Pilot?
9. Items arising



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

[Join Zoom Meeting](#)

ID: 82686859002

Passcode: 098222

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

AGENDA

Attendance: E. Allan, P. Agrawal, K. Ashley, C. Beitzl, J. Bonnet, T. Bowden, S. Butler, H. Carter, A. Cruz-Uribe, R. Dewan, K. Evans, M. Gardner, J. Gill, K. Glover, N. Hall, K. Huguenard, A. Foster, S. Klein, A. Knowles, P. Libby, Z. Ludington, R. MacCaulay, S. Marzilli, C. Murphy, S. Nittel, B. Peterson, E. Pandiscio, L. Rickard, J. Riccardi, J. Settele, P. Stechlinski, G. Schwieterman, R. Wheeler, T. Yoo, Y. Zhu,

Guests: Allyson Davis, Graduate Student Employment Manager, Crystal Burgess, Director of Graduate School Communications.

Meeting called to order: 3:05pm

1. Review/approval of the March 23, 2023 Graduate Board minutes
  - Rob Wheeler -Motion to accept
  - Sandy Butler – 2<sup>nd</sup>
  - Unanimous approval
  
2. April 4, 2023 Graduate Curriculum Committee report

New Courses:

COS 501 - Introduction to CIS Research

COS 503 - Professional Research Communication I

KPE 502 - Clinical Experience II

KPE 532 - Therapeutic Interventions

KPE 601 - Athletic Training Clinical Skills III

KPE 602 - Athletic Training Clinical Skills IV Immersion Experience

NUR 525 - Family Nurse Practitioner Management of Reproductive, Gender, and Women's Health (Clinical)  
STS 500 - Topics in Graduate Statistics

Modifications:

NUR 521 - Nurse Practitioner Gynecologic and Reproductive Care of Women

Previously approved at the March Curriculum Committee meeting:

SPA 514 - History of the Spanish Language

Experimental Courses (approved to be offered a single time prior to Graduate Board approval):

KPE 533 - Therapeutic Interventions III

KPE 661 - Current Topics in Athletic Training Practice

KPE 681 - Leadership and Management in Athletic Training

- Anne Knowles – Motion to accept
  - Sandy Butler – 2<sup>nd</sup>
  - No further discussion; Unanimous approval
3. Introduction of new Graduate Board members
    - Welcomed and made notes of new members & current term extensions
    - Updated attendance list.
  4. Election of AY 2023-24 Executive Committee
    - The following current Executive Committee members have been renominated for a new term: Jim Artesani, Pank Aggrawal, Laura Rickard, and Yifeng Zhu
    - Sandra De Urioste-Stone serves as an *ex officio* member representing OVPRDGS
    - Sharon Klein's term ends this year, so seeking a new Executive Committee member from NSFA.
    - Jacquelyn Gill indicated interest in serving on the Executive Committee and her name was added to the slate of nominees
      - Anne Knowles - Motion to accept
      - Terry Yoo – 2<sup>nd</sup>
      - No further discussion; Unanimous approval
  5. Announcements/updates
    - Reminder: Graduate Board meetings will be at 12:30pm on Thursdays in AY23-24 (we will attempt to limit meetings to no more than 1.5 hrs –ending at 2pm). Meetings will be in person in 57 Stodder.
    - Graduate Commencement update
      - i. 1 week out – event is next Friday
      - ii. 440 students, 120 faculty, 38 PhD students participating

- iii. Suzanne Ortega, President of the Council of Graduate Schools is this year's Graduate Commencement speaker
- Centennial update
  - i. [Pop up store is live](#)
- Graduate program assessment –The assessment team in OIRA continues to work with graduate programs on the development of assessment plans with measurable outcomes. OIRA members will be joining Graduate Board meetings in the 2023-24 academic year to provide updates and complete the development of graduate assessment plans.
- Draft policy 15.1.1 (PTO for grad students) – discussion of this policy is suspended at this time due to the ongoing unionization efforts.
  - i. Jacquelyn Gill proposed support with the following statement:

On March 31, the faculty of the School of Biology and Ecology voted unanimously in favor of a resolution of support for the University of Maine Graduate Workers Union. We know that graduate students are the backbone of this institution, providing invaluable support for our teaching and research missions. My colleagues and I believe our graduate workers deserve fair compensation and benefits, as well as protections for an equitable working environment. On behalf of my colleagues at SBE, I move that the Graduate Board adopt a resolution of support of the University of Maine Graduate Workers Union.

2<sup>nd</sup>: Gail Schwieterman

Discussion:

Pank stated that the student union made a presentation to AFUM & it was well received.

CiCi wondered if we should take this back to our departments to seek support.

Zach Ludington – same question as CiCi – can we speak on this as a Graduate Board.

Anne Knowles suggested that we move forward with a non-binding solution.

Laura Rickard - Strategically, is there a better time to share our support to ensure that it would help the grad students' work to unionize? Do they plan to keep working on this effort over the summer? (J. Gill agreed)

Anne Knowles - Lending our voice now could be more helpfully timed in relation to the UMS decision. We can vote as a whole in the fall potentially.

Bryan Peterson supported that this is more urgent than fall.

J. Gill – Stated that Faculty Senate is also considering a resolution, from what I understand. So there's that mechanism as well.

It was decided that Crystal would create a quick poll to determine the Graduate Board's support for adopting a resolution in support of graduate student workers' unionization and place a link in the chat. Poll was created & shared in the chat.

Poll result – 28 total responses on the straw poll – 26 voted yes to adopt a resolution in support of the formation of a UMS Graduate Workers Union.

Alicia Cruz-Urbe suggested that given that it's nonbinding, "I think we can make a statement as a Graduate Board, since it is timely." Terry Yoo expressed concerns about not having time to go back & meet with the grad faculty.

Scott clarified that this resolution is speaking for the Graduate Board membership and not the Graduate Faculty as that would require further discussion in individual units.

24 raised hands indicated support.  
0 opposed  
2 abstaining (Terry Yoo & Eric Pandiscio)

Motion carried and the Graduate Board adopted a resolution similar to the SBE resolution:

*The Graduate Board hereby adopts a resolution of support for the University of Maine System Graduate Student Workers Union. We know that graduate students are the backbone of this institution, providing invaluable support for our teaching and research missions. The members of the Graduate Board believe our graduate workers deserve fair compensation and benefits, as well as protections for an equitable working environment.*

Scott noted that the Graduate Board's resolution will be conveyed to the Vice President for Research and Dean of the Graduate School.

Scott said he would follow the unionization efforts this summer and report to the Graduate Board in the fall.

- Jenn Bonnet reported that the Library has sent out a poll: Fogler Library staff are looking at ways we can continue to, and further, support graduate students' research and creative interests and needs. We have a wide range of people and programs working on behalf of graduate students and would absolutely love feedback from you and your colleagues on what programs, services, and support you are observing are needed, or hearing are needed, or that you know people wish for or want. We would be most grateful if you would complete the brief, anonymous survey, and please share it with faculty/staff/grad advisors in your areas. [Survey link.](#)

6. New graduate certificate proposals

- **Multilingual Special Education** – Sarah Howorth presented the proposal:
  - i. There is a 52% increase in multilingual families in the Portland area
  - ii. The proposed certificate consists of courses offered through the Literacy program & Special Education program.
  - iii. Zach Ludington spoke in support of the creation of this course option. His wife is a multilingual speech pathologist & also supports the need.
    1. Would it be appropriate to encourage teachers to become multilingual and what does supporting the home language look like?
  - iv. Patty Libby – question / comment regarding the fully online aspect – the proposal wasn't routed through DLL. If the certificate is fully online – it needs to be routed that way.
  - v. Scott proposed that they revise the proposal & add DLL approval to the memo before moving it forward.

Motion to accept the proposal conditionally – 100% online delivery edit & adding DLL approval step

Sharon Klein - Motion to accept

2<sup>nd</sup> – Sandy Butler

Unanimous approval to conditionally approve.

- **Outdoor Leadership and Education** – Lauren Jacobs presented the proposal:
  - i. Connecting pedagogy of place / space education
  - ii. Laura Rickard offered to share recommendations of appropriate communication courses that might serve as electives. Other Grad Board members also mentioned courses that might serve as electives.
  - iii. Motion to approve proposal with the provision that the certificate proposal might be modified to include additional elective courses accordingly.

Laura Rickard – Motion to accept

2<sup>nd</sup> – Yifeng Zhu

No further discussion; Unanimous approval

- **Adaptive Physical Education** – Jim Artesani presented the proposal:
  - i. Includes physical education & special education courses (15 credits)
  - ii. Prepares individuals to work with students with disabilities in their programs. Requires clarification regarding whether DLL is supporting instruction for this online certificate. Motion to move forward with revisions to include DLL approval & modality information

Pankaj Agrawal - Motion to accept

2<sup>nd</sup> - Sandy Butler

No further discussion; Unanimous approval

7. **3+2 proposal in Athletic Training** – Chris Nightingale presented the proposal for an accelerated MS degree:

- Accreditors have changed the process for national certification exam for athletic trainers and now require a master's degree to sit for the exam.
- Students will study for 3 years as an undergrad and start to take graduate courses in Year 4 while still completing the undergrad requirements. (They will earn a BS and an MS at the same time.)

- Successful completion of all 5 years would result in conferral of a Master of Science in Athletic Training (needed for the national exam).
- Graduate Board role – to approve this as a pathway such that further work can be done with Student Records, Bursars office, Financial Aid, etc...

Motion to accept – Alicia Cruz-Uribe

2<sup>nd</sup> – Pankaj Agrawal

Unanimous approval to move this proposal forward.

8. Update from the Graduate Mentoring committee. Scott reported:

- The charge to this committee was to develop specific expectations for both the faculty mentor and for the graduate student advisee that would help make the working relationship more transparent and the obligations of each party more clear.
- The work of this committee has experienced many stops and starts due to changes in the student success manager position.
- The committee researched & found a model from UNH that seemed appropriate and that could be modified for UMaine's purposes. See: [draft](#).
- Thanks to Aylah Ireland for pulling the draft together & summarizing the committee's feedback.
- CiCi suggested that GSBSE has a really strong mentoring agreement that we could look at as well.
- Sandy Butler asked how this would related to professional programs. Scott responded that this is a working document and some additional language needs to be included that is more appropriate for professional, nonthesis graduate programs. The initial focus has been on research programs because this is where most of the disputes arise.
- Scott requested Graduate Board members to share this draft within their programs. After feedback is received, we will discuss the draft again in the fall with the goal of adopting it and sharing with faculty and graduate students.

9. Items arising

- Scott thanked everyone for their thoughtful engagement during this academic year and wished everyone a restful and rejuvenating summer!
- Hope to see many of you at Graduate Commencement!

Meeting adjourned: 5:03pm

## **CURRICULUM COMMITTEE REPORT**

**The Curriculum Committee met on September 5th, 2023 and is recommending the following courses to the Graduate Board for approval at its September 28th meeting.**

***New Courses:***

**ECE 531** Advanced Operating Systems

**DSE 501** Statistical Foundations for Data Science and Engineering

**DSE 502** Programming Foundations for Data Science and Engineering

**DSE 589** Data Science and Engineering Graduate Project

**DSE 590** Data Science and Engineering Internship

**DSE 598** Selected Studies in Data Science and Engineering

**DSE 699** Graduate Thesis/Research

**FSN 536** Food Laws and Regulations

**MEE 580** Wind Energy Engineering

**SVT 598** Selected Studies in Surveying Engineering Technology



## **FYI Previously Approved Course Modifications**

**ACC 507** Advanced Financial Accounting

**ACC 515** Advanced Federal Tax Topics

**ACC 608** Topics in Accounting

**BUA 682** Data Pre-Processing for Business Analytics

**BUA 681** Data Management and Analytics

**BUA 683** Information Visualization

**BUA 684** Business Data Mining and Knowledge Discovery

**BUA 685** Problem Solving and Decision Analysis

**BUA 686** Predictive and Business Forecasting

**MBA 545** Topics in Business Administration

**MBA 645** Advanced Topics in Business Administration

**MBA 596** International Field Study

**MBA 637** Global Supply Chain Analysis

**MBA 651** Financial Management

**MBA 670** Managerial Marketing

**MBA 620** Law, Business, and Society

**MBA 652** Management of Financial Institutions

**MBA 653** Investment Management

**BUA 601** Strategic Data Analysis

**MBA 609** Financial Statement Analysis

**MBA 626** Management of Contemporary Organizations

**BUA 680** Foundations of Business Intelligence and Analytics

**MBA 695** MBA Internship

**MBA 698** Independent Study

**ERS 542** Atmosphere, Ocean, Ice, and Climate Change

**MAT 590** Graduate Research Seminar

**Proposal for a New Online Graduate Degree**  
**Doctor of Engineering (Eng.D.) in Engineering Technology (E.T.)**  
***with a concentration in Surveying Engineering Technology (SVT)***  
**The University of Maine**  
**August 17, 2023**

**PROPOSAL FOR NEW GRADUATE DEGREE**

***Doctor of Engineering (Eng.D.) in Engineering Technology (E.T.) with a concentration in Surveying Engineering Technology (SVT).***

*(The transcript will read: Doctor of Engineering in Engineering Technology, with a concentration in SVT.)*

**General Objectives**

The Doctor of Engineering (abbreviated Eng.D for the remainder of this document) in Engineering Technology program is designed for advanced students looking to become an expert in their respective fields (a target cohort would be surveyors with professional licensure and a post-baccalaureate degree). This degree program can be completed 100% online and part-time for working professionals. Doctorate programs generally fall into one of two categories; academic (research-oriented) and applied (practicum-based). The University of Maine’s proposed Eng.D. degree is a combination of the two philosophies. Students will work in a research area and become an expert in that field (through applied and experiential learning) leading to success in either an academic or professional career. In lieu of a traditional dissertation, Eng.D. students will produce a suggested minimum of three peer-reviewed papers that will be converted into a thesis as defined in University of Maine Graduate School Guidelines Policies and Regulations, 10.1.6 Guidelines for Using Publication(s) as Thesis or Dissertation of the Graduate School Policies and Requirements. Note 10.1.5 Publication of Research Results Prior to Acceptance of Thesis or Dissertation also may apply as general rules that must be followed. Faculty in the program will assist students in locating the appropriate journals to publish their applied research findings. The rest of this document refers to three peer-reviewed documents but note this is only a suggestion that is finalized by a student’s committee’s suggestion.

It is anticipated in the future that other concentrations in the Eng.D. from the School of Engineering Technology will be developed. The surveying engineering technology concentration is “first” due to the extensive documented need and past graduate education at the University of Maine in that field. This is similar to the current MS in Engineering Technology having current concentrations in SVT and Electrical Engineering Technology.

The rigors of a full-time residential doctoral degree program are generally not possible for many working surveyors. This new proposed program can be completed 100% remotely and part-time to accommodate working professionals. With the global market demand for masters level surveying engineering technology degrees (38 students currently at the University of Maine), a

new and fully-online doctoral degree program will open the University of Maine to new markets. Current and past masters students have included faculty at the University of Maine and other institutions where a doctoral degree would enhance their professional progress and in certain cases are required for a tenure track position.

### **Evidence of Need**

A Burning Glass report showed a PhD/doctorate in surveying engineering will relate to growth in the need for college faculty in that discipline by 52% from 2020-2030. The need is further demonstrated by more than twenty-five (25) letters of support (sent to the Associate Dean of the College of Engineering and Computing, and available upon request) from professionals advocating to the University of Maine that a doctorate as proposed is absolutely needed. This group includes professionals who will apply for the degree as soon as it is available.

Similar Doctorate programs do not exist at the online level in a surveying engineering technology concentration. The closest options are:

(1) Purdue University

<https://polytechnic.purdue.edu/degrees/phd-technology> The PhD in Technology includes options in construction management technology; electrical, computer, mechanical and industrial engineering technologies plus engineering technology education (no surveying).

(2) Texas A&M

<https://engineering.tamu.edu/mtde/academics/degrees/graduate/deng/online-doctor-of-engineering.html> offers an online engineering doctorate.

(3) Doctorate of Engineering (in person only) exist among other academic institutions at Stanford, Michigan, Georgia Tech., Rochester Tech., Berkeley, Clarkson, Columbia, Colorado State.

The uniqueness of an engineering technology doctorate completely online is thus documented.

In person PhD programs in surveying related fields exist at Texas A&M Corpus Christi, University of Florida, and Purdue University. Unfortunately the graduates of these programs have not chosen career paths as surveying faculty. For example no graduates of these programs applied during the two national searches for new SVT faculty positions at the University of Maine conducted over the last four years. Two PSM graduates from the University of Maine considered PhD's at these programs (and were accepted) but have decided to wait for the Eng.D. at the University of Maine. Similarly four to six others are waiting for the approval of the degree in order to apply.

The closest PhD/doctorate in the University of Maine System is the PhD in Spatial Information Science and Engineering. This degree does not include in its description the term "surveying" and it is not an online degree.

## Support

Post-baccalaureate level instruction in surveying engineering technology began in 2015 and as of May 2023, (31) students have graduated. Similarly, (15) have received graduate certificates in Surveying Engineering Technology since its inception in 2018. The doctoral degree would be modeled on the PhD in surveying engineering that previously existed at the University of Maine from 1988 to 2002 that resulted in several graduates having distinguished careers as surveying faculty across the United States. Mechanisms are thus in place to support students in a new Eng.D. program. However, we would be seeking permission to add two tenure track faculty positions to the existing four, since there are more than (300) undergraduate and graduate students currently enrolled in SVT certificate and degree programs.

## Timeline

The desired timeline would optimally be to offer the program to students in the Spring of 2024. As noted a number of individuals are prepared to apply immediately and begin their studies.

## Program Information

Each Eng.D. surveying engineering technology concentration candidate must complete a minimum of 42 credits of graduate education (beyond the baccalaureate) including a dissertation that includes three papers published in peer-reviewed journals or conference proceedings. The 42 credits include a minimum of 30 graduate course credits as approved by the graduate committee and a minimum of 12 SVT thesis credits. The 1 cr. course INT 601 – Responsible Conduct of Research (RCR) must be taken to satisfy the graduate school RCR requirements and it may be substituted for one thesis credit. The graduate course credits cannot exceed 6 credits of courses numbered 400-499 (or equivalent numbering at another academic institution). A typical 30 credits are defined in the Master of Science Engineering Technology surveying engineering technology (SVT) option detailed at <https://online.umaine.edu/online-master-of-science-in-engineering-technology/> or in the Professional Science Masters in Engineering and Business surveying engineering option detailed at <https://online.umaine.edu/grad/professional-science-masters-in-engineering-and-business/>. The Advisory Committee approves the proposed minimum of 42 credits in the first year of the Eng.D. and approves any changes if required. The minimum of 42 credits are to be approved as completed at the time of the qualifying defense.

The current SVT and related graduate course work includes:

- ANT 521: Geographic Information Systems I (3 credits)
- ANT 522: Geographic Information Systems II (3 credits)
- ENV 586: Advanced Project Management (3 credits)
- GEE 694: Graduate Engineering Internship and Experiential Learning (6 credits)

- SIE 509: Introduction to Geographic Information Systems (3 credits)
- SVT 437: Practical GPS (3 credits)
- SVT 475: Small Business Management (3 credits)
- SVT 501: Advanced Adjustment Computations (3 credits)
- SVT 511: Geodetic US Public Land Survey Computations (3 credits)
- SVT 512: Advanced Survey Law (3 credits)
- SVT 531: Advanced Digital Photogrammetry (3 credits)
- SVT 532: Survey Strategies in Use of Lidar (3 credits)
- SVT 541: Geodesy (3 credits)
- SVT 542: Applied Hydrographic Surveying (3 credits)
- SVT 598 Special Topics in Surveying Engineering Technology (3 credits) (in course proposal process)
- INT 601: Responsible Conduct of Research (1 cr)
- SVT 699: Graduate Thesis/Research will be added when doctorate is approved

### **Major Advisor and Advisory Committee**

The major advisor/committee chair is responsible for overseeing the refereed publications and the dissertation that contains them. The major advisor typically is selected in advance of enrollment. The major advisor/committee chair will be a member of the SVT faculty graduate faculty who has a PhD/doctorate. It is possible to have co-chairs where the first co-chair will be a member of the SVT faculty graduate faculty who has a PhD/doctorate. The second co-chair does not have to be SVT graduate faculty but must be a member of the graduate faculty of University of Maine with a PhD/doctorate. The major advisor advises the student of the composition of the advisory committee. Faculty (or external reviewers) who serve on an advisory committee are expected to review and approve the student's coursework (program of study), provide advice, regularly assess the student's progress and accomplishments, and administer the Comprehensive and qualifying examinations for the Eng.D.

The advisory committee must consist of five members, at least two of whom must be SVT graduate faculty with a PhD/doctorate. The remaining committee members may be any University of Maine graduate faculty with a PhD/doctorate. It is recommended (not required) that one member be a University of Maine graduate faculty external to the University of Maine. The creation and approval of the advisory committee is part of the student's program of study which is approved by the committee and submitted to the School of Engineering Technology (SET) Graduate Coordinator for approval and conveyance to the Graduate School. A change to the committee must be approved by all remaining committee members and the SET Graduate Coordinator and then forwarded to the Graduate School.

### **Program of study**

Eng.D. students should file a program of study before the completion of the student's second semester and receive advisory committee approval. It is then forwarded to the SET Graduate

Coordinator who forwards it to the Graduate School. Changes to the program of study follow the same process.

### **Eng.D. Comprehensive Examination**

This follows the guidelines established at <https://umaine.edu/graduate/students/progress/program/> but note additional suggested requirements for the Eng.D. follow. At many other institutions this is called a “preliminary” exam.

This is a required examination. Its purpose is to determine the student’s mastery of graduate coursework and the ability to publish in peer-reviewed scholarly publications. It is an oral (synchronous if online) exam administered by the student’s advisory committee. The purpose is to evaluate quality, determine deficiencies, and possibly determine whether the student should continue. It is usually taken when the student is nearing completion of required coursework (not thesis credits). SVT requires a minimum of 6 months between the Comprehensive and qualifying exams. A maximum of one negative vote is permitted on a Comprehensive exam. If the Comprehensive exam is deemed unsatisfactory 15 weeks must lapse until it is re-administered. The Comprehensive exam cannot be attempted more than twice. An additional component of the Comprehensive exam will be a written document defining an outline of the dissertation which will be approved by the advisory committee. The three required peer-reviewed publications will be required as part of the dissertation outline. The publications cannot be accepted or published prior to the person being accepted into the doctorate program. It is possible a paper can be submitted prior to being accepted into the doctorate program only if the advisory committee accepts it. Under no circumstances will a paper that has been accepted or published prior to acceptance into the doctorate program be allowed. Co-authors are allowed but the doctoral candidate should be the primary author in all publications.

### **Eng.D. Dissertation**

The Eng.D. Dissertation follows the general rules specified in 10.1.6 Guidelines for Using Publications(s) as Thesis or Dissertation of the Graduate School Policies and Regulations that has been previously referenced. Note 10.1.5 Publication of Research Results Prior to Acceptance of Thesis or Dissertation also may apply as general rules that must be followed.

The dissertation should be an original contribution to the literature in SVT. The style, organization, and standards of the dissertation should be equivalent to those for papers in peer-reviewed journals in SVT. The dissertation follows what is often called “journal manuscript” or “using publications as dissertation” format. The student prepares and submits

peer-reviewed and accepted journal articles which serve as the main body of the dissertation. A suggested format for the “journal manuscript” dissertation is:

- (a) Abstract
- (b) Acknowledgments
- (c) Table of Contents
- (d) List of Tables
- (e) List of Figures
- (f) Introduction
- (g) Literature Review
- (h) Manuscripts/Published Papers (note (g) will often be duplicated here in some form)
- (i) SVT Significance or Conclusions
- (j) Appendices

References can be listed at the end of each section, or as a separate section just before Appendices. Since (g) and (h) can be overlapping it is possible to receive a waiver of the requirement of Literature Review per unanimous approval of the advisory committee.

Appendices are often important in complete documentation of the work performed. In many cases page limits on published manuscripts will limit complete content. Example of possible content in appendices could include

- (a) Documentation not provided in manuscripts (due to page limits) or procedures and methodologies not described elsewhere.
- (b) Archiving of data and data that forms the basis of presented results in the manuscripts that is not in the manuscripts.
- (c) Data management plan(s).
- (d) Supplemental information not in the manuscripts.

#### **Eng.D. Qualifying (Final) Examination**

An Eng.D. student must take a qualifying (final) oral examination (synchronous if online) administered by the advisory committee. A draft of the dissertation document must be submitted to the advisory committee at least four weeks before requesting approval for the qualifying examination. The qualifying examination cannot be scheduled until the dissertation has been approved by the major advisor. The remainder of the advisory committee has two weeks to submit concerns, suggested changes, etc. after the draft has been submitted. At the qualifying examination the student will present a review of the work and be prepared to defend it based upon questions from the advisory committee. A unanimous approval is required or the qualifying examination will be re-scheduled. The dissertation document needs to meet the rules specified by the Graduate School.

#### **Eng.D. Progress Reports**



The advisory committee will be kept informed by the student of progress through committee meetings, individual student meeting with a committee member, or by written reports from the student. Progress information should be provided by the student at least annually.

A written annual report is required. Each student will electronically submit a summary report to the committee discussing progress and achievements. Plans for future progress should be included in the report. The major advisor is required to respond to the student and committee members regarding the report. Any remedial action will contain a date by which it must be completed. Summary reports should be limited to one page.

**Principal Program Developers :**

S. David Dvorak, School of Engineering Technology Graduate Coordinator  
Raymond Hintz, SVT Program and Graduate Coordinator, School of Engineering Technology  
Will Manion, Director of the School of Engineering Technology  
Mohamad Musavi, Associate Dean of the College of Engineering and Computing  
Kody Varahramyan, Dean of the Graduate School

**Typical SVT Graduate Faculty/ major professors/ graduate committee members**

Raymond Hintz, PhD, Professor of Surveying Engineering Technology, Full Graduate Faculty, Surveying Engineering Technology concentration Graduate Coordinator

Carlton Brown, PhD, Associate Professor of Surveying Engineering Technology, Associate Graduate Faculty

Knud Hermansen, PhD, JD, Emeritus Professor of Surveying Engineering Technology, Emeritus Graduate Faculty

Tora Johnson, PhD, Professor of Environmental and Biological Sciences (University of Maine Machias), Full Graduate Faculty through the School of Forest Resources

Danny Swain, PhD, Adjunct Professor of Surveying Engineering Technology, External Graduate Faculty

The School of Engineering Technology's Graduate Coordinator is S. David Dvorak, PhD.

**Future Program Evaluation Process**

This proposal is unanimously supported by the SVT program's Industrial Advisory Committee (IAC). The IAC will regularly assess the success of the Eng.D. degree program and make suggestions to the faculty for its continuous improvement, as warranted. Each year the graduate coordinator of SVT will prepare a summarizing report documenting the status, milestones and future plans for this degree. The summary report should be limited to one page. This report will be forwarded to three faculty/professionals with surveying PhD/doctorates from outside of the University of Maine for program quality assessment.

Short term goals will be to have four or more admitted doctoral candidates by year 1. In years 2-5 the goal is to admit 2 or more additional doctoral candidates per year. After year 5 the goal is to maintain 12 or more doctoral candidates. Peer reviewed publications (required in the program) will be closely documented to ensure progress is being made toward completion of the doctorate. Beginning in year 3 the goal is to graduate 2 students per year. These numerical goals could be raised up based on new SVT faculty with PhD/doctorates who will advise doctoral candidates.

### **American 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. With the graduate course content being asynchronous all lectures have closed caption ability/access.

**Submitted By:**



08-17-23

Raymond Hintz, Surveying Engineering Technology Graduate Coordinator Date



8-22-23

Will Manion, Director of School of Engineering Technology Date

**Approved By:**



8/22/23

Giovanna Guidoboni, Dean Date

Maine College of Engineering and Computing



08/25/2023

Hannah Carter, Associate Provost Date

Division of Lifelong Learning

Kody Varahramyan, Vice President for Research Date

And Dean of the Graduate School

John Volin, Executive Vice President for Academic Affairs Date

And Provost

Joan Ferrini-Mundy, President University of Maine Date

**IEI New Schedule of Courses  
Updated starting Fall 2023**

Starting with Fall 2023, IEI has a new curriculum. It follows the University schedule of classes to allow for more flexibility for students. This change was made in part to help accommodate Bridge students (who take both academic and IEI classes) by making it easier for them to schedule classes and to give flexibility to non-visa holding students to attend classes.

Old schedule                    2 IEI classes of 9 instructional hours each  
 New schedule                    6 IEI classes of 60-90 minutes each  
                                           (IEI 50 and IEI 51 intro level are still block classes of 3 hours/day each)

This means that full-time students now take six classes instead of two. A part time student will take three classes in the new schedule instead of one class in the old schedule.

We encourage you to count instructional hours instead of the number of classes when you calculate enrollment:

18 instructional hours	100%, full time IEI enrollment
9 instructional hours	50%, part-time
6 instructional hours	33%
3 instructional hours	17%

**IEI Courses:**

Oral Communication Skills, Academic Oral Communication  
 Writing and Reading Skills, Academic Writing in English  
 English Grammar Structure, English Composition and Grammar  
 Writing Fluently and Accurately  
 IEI 59 University Culture and Ongoing Orientation

**Sample Schedule:**

<b>MWF</b>			
9am	IEI 60	IEI 80	IEI 50- Intro (3 hours)
10am	IEI 63	IEI 83	
11am	IEI 64	IEI 84	
<b>TTH</b>			
9am	IEI 61	IEI 81	IEI 51 Intro (3 hours) Lunch IEI 51
10:30am	IEI 82	IEI 82	
	lunch		
1pm	IEI 59 Combined section		

For more information, contact Erin-Kate Sousa, IEI Senior Instructor, [erinkate.sousa@maine.edu](mailto:erinkate.sousa@maine.edu)

**Memo**

August 31, 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: Transition Leadership

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The attached proposal describes the components of a 15-credit hour, fully online Graduate Certificate in Transition Leadership offered by the School of Learning and Teaching in the College of Education and Human Development. The certificate represents a collaborative effort with faculty from the University of Southern Maine. It contains a number of courses from their programs in Vocational Rehabilitation, Special Education, and School Psychology. Credits from this certificate can be applied to the Master's Degree in Special Education at UM.

Federal legislation requires that schools provide a coordinated plan of services to assist students receiving special education services in making the critical transition from P-12 educational settings to post-school life. A substantial body of transition-related research indicates that navigating this process requires the ongoing collaboration of a multidisciplinary team of professionals from the school setting and post-school community agencies, with substantial input from family members and, most importantly, the students themselves.

The proposed Transition Leadership certificate prepares transition professionals to gain the knowledge and skills required to develop and implement transition services for high school students with disabilities. Graduates will be ready to assume positions requiring collaboration skills, knowledge of special education and postsecondary legislation affecting adolescents and young adults with disabilities, and an understanding of postsecondary options such as college or vocational education, employment, independent living, and community participation.

The target population for this certificate includes special education teachers and directors, social workers, rehabilitation counselors, school counselors, educational consultants/advocates, and higher education personnel working in disability support services.

This proposal includes a rationale for the Transition Specialist certificate, an overview of the program, learning objectives, required coursework, connections to federal and state regulations, and existing resources needed to implement and sustain this certificate.

## **Graduate Certificate: Transition Leadership Graduate Certificate**

### **15 Credits: On completion, can be applied to Master's in Special Education**

UMaine's 100 percent online Graduate Certificate in Transition Leadership focuses on the transition from high school to adult life for young people with a wide range of disabilities. It's designed for teachers and those seeking coursework in Rehabilitation Counseling, School Guidance, School Adjustment Counseling, and related services staff, or School Social Work seeking work with special populations. Students will gain the skills necessary to focus on employment, college preparation, and independent living skills for students with disabilities, ages 14-22, as well as the leadership skills needed to help influence state and national policy around transition and disability. Upon completing the program, students are prepared to excel in a new role as a transition specialist and find employment in secondary schools, transition programs, and college programs that support transition-aged students with disabilities.

While in school, students have the right to a coordinated plan of services, a relatively consistent team of service providers, and a place to go every day to study, learn, and grow where they feel they belong. Data gathered by the Maine LD924 Legislative Task Force indicated that after leaving school, these same individuals and their families/caregivers see a significant decrease in person-centered, integrated, formal systems of support and mentoring opportunities once their formal educational opportunities end. In short, they have no path to "what's next." This is often referred to as "falling off the cliff." Another recommendation of this task force was for actions to support a comprehensive workforce development system to attract, develop, and retain professionals who support individuals with Autism, Intellectual Disabilities, Developmental Delays, Acquired Brain Injury, and similar conditions with associated intellectual disability.

The Graduate Certificate of Transition Leadership will do this by preparing transition professionals to gain the skills necessary to focus on employment, college preparation, and independent living skills for students with disabilities, ages 14-22, as well as the leadership skills needed to help influence state and national policy around transition and disability.

Program completers will be prepared to work in a new and growing role, that of a transition specialist. Graduates of the transition leadership certificate program can expect to hone their skills and find employment opportunities in various settings, such as school transition programs, college-based transition programs, vocational rehabilitation offices, and youth workforce centers.

### **Ideal candidates for this Graduate Certificate include**

- Practicing special education teachers in areas such as middle-level or secondary education or content area teachers at the middle or high school levels seeking

knowledge and skills to enhance their ability to serve all students within inclusive settings.

- Practicing vocational rehabilitation (VR) graduate-level students and adult service professionals seeking to enhance their knowledge and skills in school-age to adult services for individuals with disabilities. This certificate can be a stepping stone to the Master in Education, Special Education program, with a complete transfer of credits to the master's program of study.

### **Certificate program outcomes**

**Transition Leadership Graduate Certificate** prepares graduates to:

- Influence secondary transition for youth with a wide range of abilities and disabilities, such as evidence-based transition practices and trends, healthcare issues, mental health challenges, youth from diverse cultural and linguistic backgrounds, and specific challenges for transition-aged youth with intellectual and developmental disabilities.
- Become knowledgeable of school-to-adult transition requirements and systems change; topics include family involvement in planning, interagency collaboration, social security and disability benefits, self-determination and guardianship, curriculum, transportation, and technology and accommodations.
- Apply the latest research in educational intervention
- Promote positive learning and inclusive education
- Better understanding of the role of vocational rehabilitation, Vocational Counseling, and placement, as well as the transition IEP and designing instruction to promote independent adult outcomes and Evidence-based instruction, curricular resources, and practices regarding transition to postschool settings
- Become well versed in a variety of formal and informal transition assessments and procedures to identify student strengths, preferences, and interests as they relate to postschool settings (postsecondary education, employment, independent living) as well as Transition laws and policies (e.g., Individuals With Disabilities Education Act, Vocational Rehabilitation Act, Fair Labor Standards Act)

### **PROGRAM REQUIREMENTS (15 credits).**

The certificate program includes five courses (a total of 15 credits). The Graduate Certificate will be completed in two academic years for students enrolling in one course per semester. Courses include existing courses within the special education and master's program at UMaine and the University of Southern Maine MHRT/C certificate program. After completing the 15 credits, those wishing to complete the Master's in Special Education may do so with an additional 21 credits.

No new resources will be needed.

Prerequisites: Bachelor's Degree in a related field and working or volunteering with teens or adults with disabilities.

**Required Courses:**

1. SED 520 Law and Policy Affecting Individuals with Disabilities (UM Fall, Spring, or Summer)
2. SED 587 Collaborations and Transitions (UM Spring)
3. HCE 615: Vocational Counseling & Placement (USM Summer 7 weeks)
4. HCE 510: Intro to Rehab Counseling (USM Fall)

**Elective Choices for 5<sup>th</sup> course:**

- SED 585: Autism and Social Communication (UM Fall)
- SED 598: Self Determination (UM Summer)
- SED 693: Transition Among Agency, School, and Community (USM Spring)
- HCE 611: Medical and Psychological Aspects of Disability and Rehabilitation (USM Fall)
- SPY 670: Cognitive Affective Bases of Behavior (USM Spring)

**Course Descriptions:**

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

The course will provide information about current special education law, policies, and practice so that teachers and administrators can offer appropriate services to students with disabilities. Federal and Maine statutes, regulations, and cases are examined regarding special education. Case studies allow students to apply legal and policy questions to real-life scenarios. This class will also expand the student's understanding of public policy, systemic change, and practice in special education.

**SED 587 Collaborations and Transitions**

This course addresses lifespan issues for persons with disabilities, stressing curriculum content and instructional strategies that promote interdisciplinary career development and transition education at all age levels, but with an emphasis on post-school outcomes that lead to independence and high-quality of life.

**SED 693: Transition Among Agency, School, and Community**

This course introduces participants to the concepts of transition in four phases of special education services: (a) birth to five child development services to school programs, (b) special purpose schools and related services to school programs, (c) between schools in a school district, and (d) from school programs to post-secondary education and community life. Students develop knowledge of services and resources provided by agencies and special purpose schools that provide services from birth to adulthood and skills in multi-disciplinary team planning.



#### HCE 615: Vocational Counseling & Placement

This course encompasses the theoretical foundations of vocational counseling, the vocational implications of disability, the application of occupational and labor market data, and vocational choice with rehabilitation consumers. The use of job selection, analysis, modification, and matching skills in developing work and career options for persons with disabilities is included. The course also presents the role, functions, and strategies rehabilitation professionals use in job placement and the supported employment of persons with severe disabilities. Accommodation of rehabilitation consumers in accordance with federal statutes, such as the Americans with Disabilities Act (ADA), is examined in the context of a multicultural society.

#### HCE 510: Introduction to Rehab Counseling

This course will provide an orientation to the counseling profession, focusing on rehabilitation concepts, services, and settings, including history, trends, and related legislation; critical components of the rehabilitation process; contemporary counselor roles and functions; professional education, associations, standards, and credentials; ethical and legal issues; technology issues and practices; and rehabilitation agencies and services. Field visits and the examination of rehabilitation services from various participant perspectives will be required.

#### SED 585: Autism and Social Communication

This course examines communication, including an overview of typical social communication and atypical social communication development in autism, assessments of communication, augmentative communication supports, visual supports, and the interrelationships between communication and socialization. Students develop the awareness and the necessary skills to conduct informal observations of social communication abilities to identify supports that match the individual's learning needs. Students learn strategies to collaborate with teachers, family members, and related professionals to increase social skills and social communication. Using a combination of observation, practice sessions, lecture, and project-based learning, students apply their knowledge of social communication and support across the autism spectrum.

#### SPY 670: Cognitive Affective Bases of Behavior

This course provides an in-depth study of cognition and affect, including perception, attention, learning and thinking, memory, executive functioning, self-control, motivation, and language. The course provides students with knowledge about (1) biological, cultural, and social influences on cognitive skills, (2) human learning, cognitive, affective, and developmental processes, and (3) biological, cultural, social, and developmental influences on behavior, mental health, and learning.

#### HCE 611: Medical and Psychological Aspects of Disability and Rehabilitation

This course will explore the medical and psychological issues surrounding the concepts of disability and rehabilitation. Particular emphasis will be given to examining: a) the medical model as an organizing framework for viewing disability and rehabilitation; b) the diagnosis and treatment of various physical, developmental, sensory, and emotional conditions; c) the perspectives and responses of people with disabilities toward their diagnosed conditions and prescribed treatments; d) the principles and practice of

functional assessment; and e) the ethical issues surrounding medical and rehabilitation services. Also examined will be psychological explanations of disability, their applications, and their implications for rehabilitation practice. A primary focus throughout the course will be to highlight the perspectives that people with disabilities hold toward their life situations as well as their medical and rehabilitation settings and the professionals they encounter.

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





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

Item: **Transition Leadership Graduate Certificate**

*Below are the endorsements to accept the  
Transition Leadership Graduate Certificate*

This certificate focuses on the transition from high school to adult life for young people with a wide range of disabilities. It's designed for teachers and those seeking coursework in Rehabilitation Counseling, School Guidance, School Adjustment Counseling and related services staff seeking work with special populations.

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Signature	Date	
 _____	<u>5/2/2023</u>	Shihfen Tu, School of Learning and Teaching Director
 _____	<u>5/2/2023</u>	Tammy Mills, COEHD Curriculum Committee
 _____	<u>8/30/2023</u>	Jim Artesani, Associate Dean of Accreditation and Graduate Affairs
 _____	<u>8/30/2023</u>	Penny Bishop, Dean of COEHD
_____	_____	Hannah Carter, Associate Provost for Online and Continuing Education and Dean of Cooperative Extension

*Walter H. Kimball*

Walter H. Kimball, Chair of  
Special Education, School of Education  
and Human Development  
University of Southern Maine

*Daniel W. Wong*

Daniel Wong, Chair of  
Counselor Education, School of  
Education and Human Development  
University of Southern Maine

*Andrea Stairs-Davenport*

Andrea Stairs-Davenport, Associate  
Dean, School of Education and Human  
Development  
University of Southern Maine

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

John Volin, Executive Vice  
President for Academic Affairs and  
Provost