

Board of Trustees
Academic and Student Affairs Committee
May 6, 2024 at 9:00am
Zoom Meeting – No Physical Location Available

The public is invited to view the meeting on YouTube. The link to the Board of Trustees YouTube page can be found the Board website: <https://www.maine.edu/board-of-trustees/>

AGENDA

Public Session

9:00am -9:30 am [Student Representatives Discussion](#)
Tab 1 Topic: Academic Advising

9:30am - 10:00am [Faculty Representatives Discussion](#)
Tab 2 Topic: Academic Advising

[10:00am -10:10 am](#) [New Academic Program Proposal: Master of Arts in Teaching - Whole](#)
Tab 3 [Child Education, UMA](#)

[10:10am - 10:20am](#) [New Academic Program Proposal: Associate of Arts in Social Science,](#)
Tab 4 [UMA](#)

[10:20am -10:30am](#) [New Academic Program Proposal: Doctor of Engineering in Engineering](#)
Tab 5 [Technology, UM](#)

10:30am - 10:35am [Informational Item: USM Program Name Change - B.S. in Recreation and](#)
Tab 6 [Leisure Studies to B.S. in Therapeutic Recreation](#)

10:35am - 11:10am

Executive Session

[The Academic and Student Affairs Committee will enter Executive Session under the provision of: MRSA Section 405 6-A.](#)

Following the executive session, the committee will reconvene the public meeting to discuss the following item:

11:10am - 11:15am Tenure at time of Hire, Associate Professor in the Department of
Tab 7 Molecular and Biomedical Sciences, UM

Items for Committee decisions and recommendations are noted in red.

Note: Times are estimated based upon the anticipated length for presentation or discussion of a particular topic. An item may be brought up earlier or the order of items changed for effective deliberation of matters before the Committee.

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Student Representative Discussion: Academic Advising

INITIATED BY: David M. MacMahon, Chair

BOARD INFORMATION: X **BOARD ACTION:**

BOARD POLICY: N/A

UNIFIED ACCREDITATION CONNECTION:

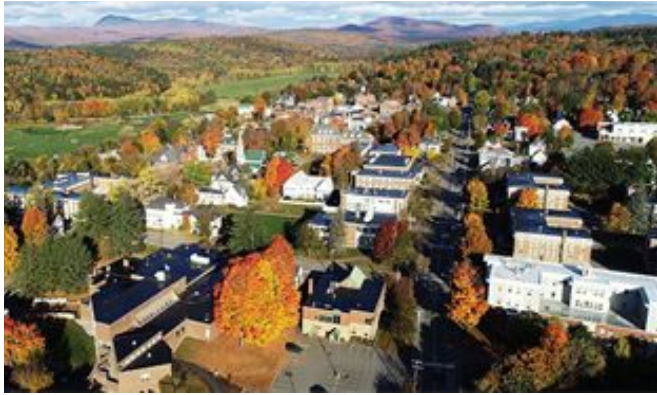
Board and Student Engagement

BACKGROUND:

The Academic and Student Affairs Committee of the Board invites Student Representatives of the Board of Trustees to bring forward discussion items relevant to their university communities and the University of Maine System. The Student Representatives, working in conjunction with Chair MacMahon, have decided that the May 2024 ASA meeting topic will be Academic Advising.

Attachment

[ASA Advising May 2024](#)



ASA: UMS Student Advising

ASA May 6th, 2024



Goals of Advising

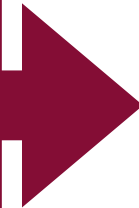


Professional Advising

Centers which aid students in selecting classes and career support. Do not typically engage in research or teaching.

Faculty Advising

Faculty member is assigned students to aid in selecting classes. Also engage in research and teaching.



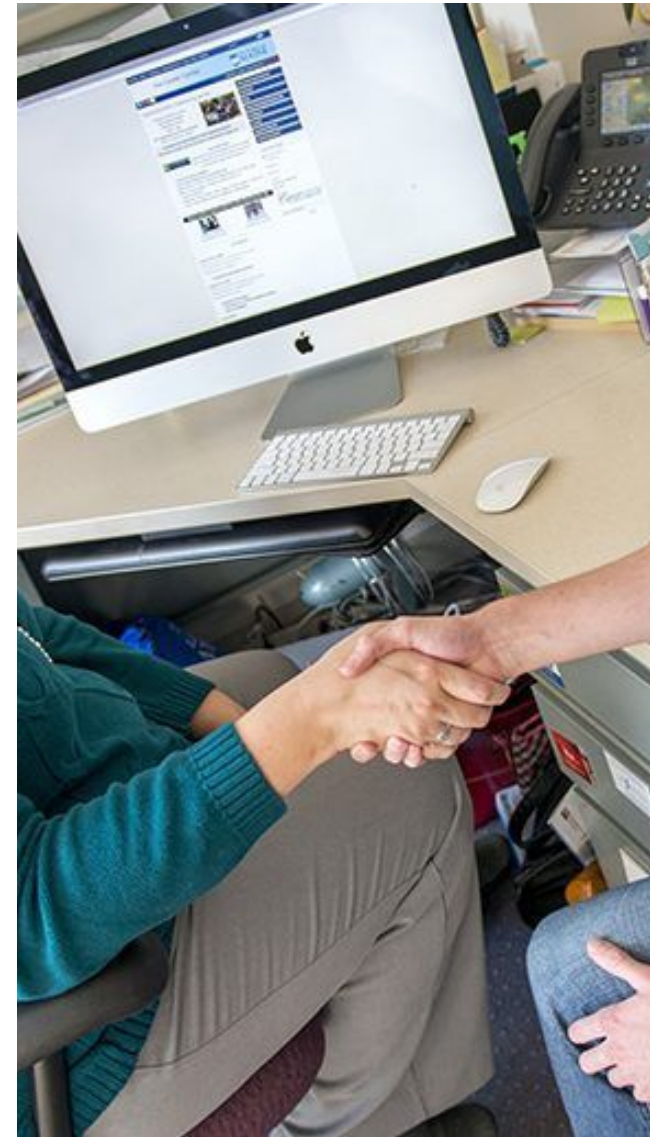
Professional Advising (Advising Centers)

- Assigned to students
- Can be easily changed
- Assistance in class selection
- Pros
 - Are up to date on changing degree requirements
 - Do not have as many workload requirements
- Cons
 - May not have as good of an understanding of the course workload
 - May not be as familiar with career following graduation



Faculty Advising

- Class suggestions and order/timing
- Research opportunities
- Career support
- Sometimes informal
- Pros
 - May understand course workload requirements better
 - May understand career path better
- Cons
 - Can be off contract or on sabbatical
 - Multiple advisors don't always communicate
 - Faculty workload and training



Graduate Advising

- Selected before or after matriculation, or assigned, harder to change
- Professional advising for some majors (Law, MBA, etc.)
- Faculty advisors play “employer” role
 - Human resources
 - Collaborator/Co-author on grants or publications
 - Career support, research development
- Pros and Cons?
 - Graduate experience is highly dictated by the quality and efforts of advisor
 - Degree requirements rely on student initiative
 - Work to develop contracts for graduate workers



USM – Graduate Advising

- Faculty advisors are assigned at the graduate level, it is rare to switch though it is an option, if needed
- Advisors can be engaged in other university leadership positions (i.e. IRB and can help students navigate research processes, in addition to advising)
- Advisors remind students about registration deadlines, review course selections and ensure they are meeting degree requirements
- Advisors can also be a general resource with students throughout the year
- Professional advisors are not used at the graduate level at USM
- The university offers a Graduate Student Experience Survey – reviewed annually. The information for 2024 is still being compiled and provides a way to hear directly from graduate students about what is working well and what areas need improvement.
- 2021 (latest USM data) from a survey of graduate students showed 75% (of 276 respondents) were satisfied or very satisfied with advisors within their degree program
- Student concerns: advising experiences vary due to faculty also teaching and conducting research, some are more accessible than others and/or more attentive to program changes and course order (pre-reqs, co-reqs)

Maine Law Advising



- Faculty advisors are assigned to all incoming Maine Law students. Advisor assignments are made in contemplation of fields of interest expressed by incoming students, when possible.
- First year law school curriculum is generally standardized in consideration of American Bar Association/Bar Exam requirements, however, faculty advisors meet with all students at least once a semester throughout their study at Maine Law.
- The faculty advising program is primarily focussed on curricular pathways and achievement of graduation requirements, however, advisors are available to students as a general “on-campus” resource.
- In addition to academic advising, advisor support may include professional guidance, community building, and assisting students develop skills required to succeed as a law student.
- Outside of the mandatory semesterly meetings for class registration, engagement with faculty advising is generally a self-guided experience with students connecting with advisors as needed.

Story time!

- Transfer advising: UMaine
- Missing Minor: UMPI
- Accelerated pathway advising: USM





Takeaways and Discussion

- What are the impacts of mistakes?
 - Financial, professional, and timeline impacts
- What is important for improvements within advising?
 - On the student side
 - On the faculty side
- How do we improve?
 - Training for faculty, workload improvements
 - Support for professional advisors and their positions
 - Ability to change advisors more easily for students
- How does this relate to unified accreditation?
 - Especially when students utilize many universities for coursework

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Faculty Initiated Discussion: Academic Advising

INITIATED BY: David M. MacMahon, Chair

BOARD INFORMATION: X

BOARD ACTION:

BOARD POLICY: N/A

UNIFIED ACCREDITATION CONNECTION:

Board and Faculty Engagement

BACKGROUND:

The Academic and Student Affairs Committee of the Board invites faculty-rank members of the Faculty Representatives to the Board of Trustees to bring forward discussion items relevant to their university communities and the University of Maine System. The Faculty Representatives, working in conjunction with Chair MacMahon, have decided that the May 2024 ASA meeting topic will be Academic Advising.

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: New Academic Proposal: Master of Arts in Teaching - Whole Child Education, UMA

INITIATED BY: David M. MacMahon, Chair

BOARD INFORMATION: **BOARD ACTION:** X

BOARD POLICY:
305.1 Program Approval, Review & Elimination Procedures

UNIFIED ACCREDITATION CONNECTION:

As emphasized in the 2023-28 University of Maine System Strategic Plan, unified accreditation is "the mechanism through which our universities and law school are able to maximize resources and capitalize on opportunities for growth and collaboration."

The Academic and Student Affairs Committee of the Board ensures that every effort is made to operationalize unified accreditation in its review of proposed academic programs.

The Vice Chancellor for Academic and Student Affairs has actively explored multi-university collaboration(s) for this proposed academic program with the system-wide Chief Academic Officers Council. The proposed program

- represents a multi-university collaboration in the following way(s):
- may represent a future multi-university collaboration under the following condition(s) and in the following way(s):
- does not represent a multi-university collaboration for the following reason(s):

This program's curricular emphasis is particular to UMA. However, the program will be offered through distance modalities to support educators throughout Maine and beyond. Discussions are underway with education programs throughout the University of Maine System to make this pathway available as a 4+1 program to current undergraduate education students, and to cross-link individual courses to allow current and future M.A. students at UM, USM, and UMF to engage with specialized Whole Child education coursework.

If the proposed academic program fulfills/advances one or more actions or goals in the UMS Strategic Plan, please indicate by name which action(s) and/or goal(s) that is, and how the proposed program will fulfill or advance it/them:

This proposal meets and advances the goal articulated in the Strategic Plan's Commitment 2 (Effective Academic Portfolio Actions section), Action 1:

Develop innovative programs and curricula responsive to changing economic and workforce needs, data-driven projections of growth areas, and technological innovation.

BACKGROUND:

Whole Child education refers to a wraparound approach to education that incorporates both the content and the climate of learning to create the physiological and psychological conditions for productive learning, taking the whole child's experience into account. UMA's Master of Arts in Teaching - Whole Child Education centers on providing learning opportunities that will support educators in creating relationship-centered learning spaces; creating curricula, instruction, and assessments for deeper learning; offering integrated student support; preparing teachers for Whole Child practice; and encouraging policymaking that supports every child.

TEXT OF PROPOSED RESOLUTION:

That the Academic and Student Affairs Committee forwards this item to the Consent Agenda at the May 19-20, 2024, Board of Trustees meeting for approval of the following resolution:

That the Board of Trustees accepts the recommendation of the Academic and Student Affairs Committee, and approves the Master of Arts in Teaching - Whole Child Education at the University of Maine at Augusta.

Attachment

[UMA M.A. in Teaching, Whole Child Education](#)



UMS Academic and Student Affairs
 Estabrooke Hall
 Orono, Maine 04469
 207-973-3211
 www.maine.edu

Date: April 1, 2024

To: Dannel Malloy, Chancellor
 University of Maine System (UMS)

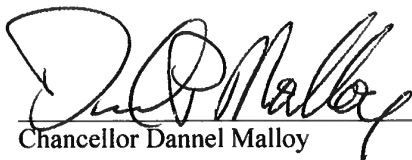
From: Jeffrey St. John, VCASA

Regarding: New Program Addition, Master of Arts in Teaching, Whole Child Education, UMA

Please find the attached program proposal from the University of Maine at Augusta to offer the Master of Arts in Teaching - Whole Child Education. The attached material includes documentation of university level support including approval from President Cushman and the full program proposal.

The proposed addition of the Master of Arts in Teaching - Whole Child Education was reviewed and recommended by the Chief Academic Officers Council on March 7, 2024. I also recommend this program for your approval.

I approve	I do not approve for the reasons listed below	Additional information needed for decision	Action
✓			Recommend the M.A.T. in Whole Child Education program at the University of Maine at Augusta



 Chancellor Dannel Malloy

4.2.24

 Date



OFFICE OF THE VICE PRESIDENT
FOR ACADEMIC AFFAIRS & PROVOST

3.1

207.621.3360 office / 207.621.3293 fax

46 University Drive, Augusta, Maine 04330-9488
www.uma.edu | 1.877.UMA.1234

MEMORANDUM

TO: Jeffrey St. John
Vice Chancellor of Academic Affairs

FROM: Joseph Szakas *JSS*
Vice President of Academic Affairs/Provost

DATE: February 29, 2024

SUBJECT: Program Proposal (Steps 2 & 3): Master of Arts in Teaching – Whole Child

The University of Maine at Augusta (UMA) is seeking approval of a program proposal for a Master of Arts in Teaching – Whole Child Education to begin in the Fall of 2024.

Rationale:

Whole Child Education, as well as related concepts subsumed under that umbrella, such as Social-Emotional Learning, “Grit,” and Growth Mindset are seen as trending terms, but research has long evidenced the need to foreground education practices that acknowledge the relationships between children's physical and mental health and their social, emotional, cognitive, and academic development. To ensure that every child realizes their fullest potential, Whole Child Education gives priority to all of a child's developmental needs. A Whole Child approach recognizes that access to rich learning opportunities both inside and outside of the classroom, as well as safe, inviting, engaging learning settings, are critical to students' education and future success.

APL X-P.1 “Academic Program Approval,” Step 2: Development of Program Proposal, states that upon approval of an ITP from the VCASA office, a Program Proposal will be prepared and evaluated through the university’s normal curricular process(es). After completion of the program proposal, the university-level evaluation is initiated by the distribution of the proposal to the university’s normal curricular process.

UMA’s Intent to Plan for a MAT-Whole Child Education was reviewed by the Chief Academic Officers in October 2023 and approved by the Vice Chancellor of Academic Affairs on October 19, 2023. The MAT-Whole Child Education has received full review and approval by the appropriate campus stakeholders including the Education Department Coordinator, Dean of the College of Arts and Sciences, UMA Curriculum Committee, UMA Faculty Senate, myself and

the President. In addition, UMA's MAT-Whole Child Education program has received support from the University of Maine at Farmington, the University of Maine and University of Maine at Machias, the University of Southern Maine, and the University of Maine at Presque Isle.

APL X-P.1 "Academic Program Approval," Step 3: University of Maine System (UMS) Evaluation states, after campus approval of the new program proposal, the University of Maine System (UMS) review is initiated by submission of the proposal by the University President (or designee) to the Vice Chancellor for Academic and Student Affairs (VCASA), who will acknowledge receipt of the document and distribute the proposal electronically to the members of the CAOC. The CAOC will review and discuss the proposed program at the first available CAOC meeting.

Please let me know if you have any questions or require additional information.



**Vice Chancellor for
Academic and
Student Affairs
15 Estabrooke Drive
Orono, ME 04469**

**Tel: 207-973-3211
Fax: 207-581-9212
www.maine.edu**

The University of Maine

University of Maine
at Augusta

University of Maine
at Farmington

University of Maine
at Fort Kent

University of Maine
at Machias

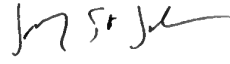
University of Maine
at Presque isle

University of
Southern Maine

Date: October 19, 2023

To: Jenifer Cushman, President
University of Maine at Augusta (UMA)

To: Joseph Szakas, Provost
University of Maine at Augusta (UMA)

From: Jeffrey St. John, VCASA 
The University of Maine System (UMS)

Regarding: Intent to Plan – M.A. in Whole Child Education

The Chief Academic Officers Council (CAOC) reviewed the request submitted on October 19, 2023 by the University of Maine at Augusta for the Intent to Plan of the M.A. in Whole Child Education. The CAOC was supportive of this request. The VCASA supports and approves this new Intent to Plan.

This memo serves as formal confirmation of approval of the Intent to Plan of the M.A. in Whole Child Education.

Please do not hesitate to let me know if you have any questions.



OFFICE OF THE PRESIDENT

3.1

207.621.3041 office | 207.621.3393 fax

46 University Drive, Augusta, Maine 04330-9488
www.uma.edu | 1.877.UMA.1234

MEMORANDUM

TO: Jeffrey St. John
Vice Chancellor of Academic Affairs

FROM: Jenifer Cushman, President
Joseph Szakas, Vice President of Academic Affairs/Provost

DATE: February 29, 2024

SUBJECT: Master of Arts in Teaching – Whole Child Education

Please accept this memo as our full support and approval of a Master of Arts in Teaching – Whole Child Education. The intent to plan was previously submitted and approved on October 19, 2023.

Please let us know if you need additional information.

Best,



Jenifer Cushman, President



Joseph Szakas, Provost



Cynthia Dean <cynthia.dean@maine.edu>

UMA MAT Proposal

2 messages

Katherine Yardley <kyardley@maine.edu>
To: UMA-Cynthia Dean <cynthia.dean@maine.edu>

Fri, Jan 19, 2024 at 9:12 AM

Hi Cindy,

Thank you for sharing UMA's proposed MAT in Whole Child Education with me. The proposed curriculum looks interesting and will strengthen educators' work with all students. UMF supports you and your colleagues in bringing this proposal forward.

All the best,
Kathy

Katherine W. Yardley
Interim Co-Provost
Dean College of Education, Health, and Rehabilitation
University of Maine at Farmington
Farmington, ME 04938
Tel. 207-778-7154

Fri, Jan 19, 2024 at 9:55 AM

Cynthia Dean <cynthia.dean@maine.edu>
To: Katherine Yardley <kyardley@maine.edu>

Dear Kathy,
Thank you for your endorsement. It is very much appreciated.

Best,
Cindy



Cindy Dean, Ed.D.
Professor of Education
Coordinator of Teacher Education
Faculty Senate President
Vice President AFUM Augusta campus
University of Maine at Augusta
pronouns: she/her/hers
207.621.3192
46 University Drive, 229 Randall Student Center
Augusta
cynthia.dean@maine.edu

1/19/24, 1:47 PM

University of Maine System Mail - UMA's MAT proposal



Maine's Public Universities

UNIVERSITY OF MAINE SYSTEM

Cynthia Dean <cynthia.dean@maine.edu>

UMA's MAT proposal

Fri, Jan 19, 2024 at 1:50 PM

Penny Bishop <penny.bishop@maine.edu>
To: Cynthia Dean <cynthia.dean@maine.edu>

Good afternoon Cindy,

Thank you for the opportunity to review and weigh in on UMA's proposal to establish an MAT program in Whole Child Education. The University of Maine's College of Education and Human Development holds no objections to this proposal.

Best regards,
Penny Bishop

1/16/24, 11:03 AM

University of Maine System Mail - MAT whole child education



Cynthia Dean <cynthia.dean@maine.edu>

3.1

MAT whole child education

Heather Ball <hball@maine.edu>
To: Cynthia Dean <cynthia.dean@maine.edu>

Mon, Jan 15, 2024 at 2:58 PM

Hi again, Cindy,

I heard back from our dean on your request. You are correct that UMM faculty had no concerns about the proposal but now that we are a unit of UM, if UM has concerns, we will support UM's position.

I hope this helps,

Heather

On Thu, Jan 11, 2024 at 2:23PM Cynthia Dean <cynthia.dean@maine.edu> wrote:

[Quoted text hidden]

[Quoted text hidden]

1/8/24, 2:41 PM

University of Maine System Mail - UMA's MAT in Whole Child Education proposal



UNIVERSITY OF MAINE SYSTEM

Cynthia Dean <cynthia.dean@maine.edu>

UMA's MAT in Whole Child Education proposal

Andrea Stairs-Davenport <andrea.stairs@maine.edu>

To: Cynthia Dean <cynthia.dean@maine.edu>

Mon, Jan 8, 2024 at 2:43 PM

Hi Cindy,

Happy New Year! As expressed in our previous email and at our UMS Deans and Directors Meeting, USM supports UMA's proposal for a new MAT in Whole Child Education. It is distinct from other UMS offerings, and it will add value to the field of education in Maine and beyond.

Good luck!
Andrea

On Mon, Jan 8, 2024 at 2:08 PM Cynthia Dean <cynthia.dean@maine.edu> wrote:
[Quoted text hidden]

Andrea Stairs-Davenport, PhD
Associate Dean, School of Education and Human Development
Professor, Department of Literacy, Language, and Culture
Site Director, Southern Maine Writing Project
Co-Editor-in-Chief, Wellspring: A Practitioner-Oriented Journal of Literacy and Language Education
University of Southern Maine
218A/F and 8 Bailey Hall
Gorham, ME 04038
(207) 780-5971
she/her/hers



UNIVERSITY OF MAINE SYSTEM

Cynthia Dean <cynthia.dean@maine.edu>

UMA's MAT in Whole Child Education proposal

Mon, Jan 8, 2024 at 2:21 PM

Wendi Malenfant <>wendi.malenfant@maine.edu>
To: Cynthia Dean <cynthia.dean@maine.edu>

Hi Cindy,

The MAT in Whole Child Education sounds like a wonderful program that will benefit both teachers and children, and you have the full support of the Educator Preparation Program at the University of Maine at Presque Isle. Best wishes! :)

Wendi

P.S. Please let me know if you need a formal letter/email. :)
[Quoted text hidden]



Wendi L. Malenfant, Ph.D.
Director, Education Program
Associate Professor of Education
College of Professional Programs

University of Maine at Presque Isle
211 South Hall | 181 Main Street
Presque Isle, ME 04769
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www.umpi.edu

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MAT Whole Child Education

Proposed Master of Arts in Teaching Degree
Education Department, University of Maine at Augusta

“Educate our students as whole people, and they will bring all of who they are to the demands of being human in private and public life. The present and future well-being of humankind asks nothing less of us.” –Parker J. Palmer

1. MAT Program Objectives and Content

Whole Child Education, as well as related concepts subsumed under that umbrella, such as Social-Emotional Learning, “Grit,” and Growth Mindset are seen as trending terms and buzzwords, but the reality is that decades of existing, compelling research have long evidenced the need to foreground education practices that acknowledge the relationships between children's physical and mental health and their social, emotional, cognitive, and academic development. To ensure that every child realizes their fullest potential, Whole Child Education gives priority to all a child's developmental needs. A Whole Child approach recognizes that access to rich learning opportunities both inside and outside of the classroom, as well as safe, inviting, engaging learning settings, are critical to students' education and future success.

This proposed program, delivered through distance modalities, centers on providing learning opportunities that will support educators in creating relationship-centered learning spaces; creating curricula, instruction, and assessments for deeper learning; offering integrated student supports; preparing teachers for Whole Child practice; and encouraging policymaking that supports every child. [New research in neuroscience and learning and development sciences](#) shows that stable attachments, affirming interactions, rich hands-on learning experiences, and explicit integration of social, emotional, and academic skills are essential for optimal learning. In addition to fostering students' progress along all developmental trajectories—physical, psychological, cognitive, social, and emotional—this Whole Child approach also lowers the stress, anxiety, and trauma responses that can lead to biological barriers to learning. A Whole Child approach can help to establish not only the content but the climate for learning that creates the physiological and psychological conditions for productive learning.

This program also assists learners in understanding that a Whole Child approach must also consider the Whole School and Whole Community. Doing so meaningfully bridges the gaps and disunions between school stakeholder groups that existed pre-pandemic but

was magnified significantly by the COVID-19 pandemic. One of those disunions, systemic siloing, has long been deeply problematic in American education. Historically, K–12 education has been positioned as distinct from other systems that support children and youth, such as higher education, after-school and out-of-school activities, juvenile justice, physical and mental health, child and family services, and early childhood education, to name only a handful of examples.

Graduates of this program who understand A Whole School, Whole Community, Whole Child, (or WSCC) model can better advocate for the need for these stakeholder groups to coalesce to offer a student-centered, wraparound approach, which emphasizes the role of the community in supporting the Whole Child. They will understand the model underscores the connections between health and academic achievement, the importance of evidence-based school policies and practices, and how the model promotes long-term development and success, transitioning schools from a “traditional” focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children.

Furthermore, the program will emphasize how the WSCC model also addresses the need to engage students as active participants in their learning and health, how schools play a critical role in promoting the health and safety of young people, and how the model can assist learners establish lifelong healthy behaviors. In emphasizing a unified and collaborative approach designed to improve learning and health, we can leverage the school as the hub of community to connect and unite education and education-adjacent stakeholders in support of the Whole Child, including families and, importantly, community agencies.

This MAT degree program will train learners to seek opportunities to engage the entire school community and its many important stakeholders by emphasizing education practices that acknowledge the relationships between children's physical and mental health and their social, emotional, cognitive, and academic development.

Because learners in this MAT program will either be educators in service or recent graduates of education programs where extensive field placements were requisite components of their preparation, each of the learners will have encountered real-world problems of practice, being and having been stakeholders and members of the school community . Through research, reflection, and case study, they will examine Whole Child solutions for those problems.

Therefore, the broad aims of UMA’s MAT in Whole Child Education are, 1) Setting a Whole Child Vision; 2) Transforming Learning Environments, 3)“Rethinking”

Curriculum, Instruction, Assessments, and Systems; 4) Building Adult Capacity and Expertise, and 5) Foregrounding Diversity, Equity, Inclusion, and Belonging.

Program Curriculum

30-33 credit program (non-licensure)

- EDU 530—The Whole Child (3 credits)
- EDU 540—The Whole Educator (3 credits)
- EDU 550—Whole School . . . Whole Community . . . Whole Child (3 credits)
- EDU 420/520—Teaching, Learning, and Organizing for Equity, Social Justice, and Change (3 credits)
- EDU 510—Restorative Practice (3 credits)
- EDU 580—The “Just-Right” Challenge (3 credits)
- EDU 497/597—Social-Emotional Learning: Core Competencies (3 credits)
- EDU 444/544—Resilience and Self-Care for Educators (3 credits)
- EDU 479/579—Trauma-Sensitive Classrooms (3 credits)
- EDU 590—Capstone Thesis (possible repeated enrollment) (3+ credits)

MAT Course Descriptions:

EDU 530—The Whole Child:

While research has underscored the need for educational practices that emphasize the connections between children’s social, emotional, cognitive, and academic development, as well as their physical and mental health, the recent COVID-19 pandemic brought those concerns into sharpest relief. This foundational course helps educators to recognize and prioritize the full scope of the Whole Child’s needs, across the domains of health, safety, engagement, support, and challenge.

EDU 540—The Whole Educator:

Historically, Whole Child Education has been student-centered, but in order for learners to be fully supported, educators’ well-being must also be addressed and nurtured. This course introduces and explores the concept of the Whole Educator, focusing on educators’ needs across the domains of health, safety, engagement, support, and professional challenge.

EDU 550—Whole School . . . Whole Community . . . Whole Child:

For the last two decades, the education, public health, and school health sectors have called for greater alignment, integration, and collaboration to improve every child's cognitive, physical, social, and emotional development. This course explores a Whole School, Whole Community, Whole Child model that focuses on the common goals of these sectors to put a Whole Child approach into action.

EDU 420/520—Teaching, Learning, and Organizing for Equity, Social Justice, and Change:

This course will provide current or aspiring educators practical knowledge and skills to begin and sustain anti-bias and anti-racist work in their classroom and school. Also, students in this course will design learning experiences that enable their current or future pK-12 students to develop a consciousness of societal inequities and injustices, while empowering them with the knowledge and skills to collectively work toward equity and justice.

EDU 510—Restorative Practice:

Restorative practices encourage a mindset shift, emphasizing accountability, making amends, and facilitating dialogue, helping students learn to resolve disagreements, take ownership of their behavior, and engage in acts of empathy and forgiveness. This class will explore, in practical terms, what a shift away from punitive punishments can look like inside schools and classrooms.

EDU 580—The “Just-Right” Challenge:

Every student deserves deep and rigorous learning that challenges and advances their thinking, considers the Zone of Proximal Development (ZPD), and issues the “just-right challenge.” This course offers educators a clear vision of what makes learning deep, rigorous, and transferable, and a systematic and equitable approach to engaging all students in rich learning tasks.

EDU 497/597—Social-Emotional Learning: Core Competencies:

Social-Emotional Learning (SEL) directly impacts students' abilities to integrate the skills, dispositions, and behaviors necessary for dealing effectively with challenges of all kinds, both inside and outside of school. This course affords learners fundamental knowledge of the five SEL core competencies and familiarizes them with instructional strategies that improve Social-Emotional competence and metacognition.

EDU 444/544—Resilience and Self-Care for Educators:

Teacher burnout, and its impact on professional satisfaction, efficacy, and retention, is an area of growing concern. The stressors of the profession can lead to secondary traumatic stress (commonly called “compassion fatigue”), emotional exhaustion,

cynicism, and professional inefficiency. By learning and practicing techniques for teacher self-care and resilience, educators can combat burnout and compassion fatigue, achieve compassion satisfaction, improve their wellbeing, and thrive.

EDU 479/579—Trauma-Sensitive Classrooms:

Childhood trauma is more prevalent than many may know. More than half of American youths experience a traumatic event by the time of their 16th birthdays, with many children suffering multiple or repeated traumas. Traumatic stress affects children's schooling, interfering with their ability to concentrate and learn, delaying development in their brains and bodies, and changing how children view their world and their futures. Caring adults can help through their capacity to listen, connect, and protect. This course will give pre-service educators the opportunity to cultivate those capacities for adaptation to a trauma-sensitive classroom setting.

EDU 590 Capstone Thesis:

The Master's Thesis is the culminating assessment of the MAT in Whole Child Education. As such, it is a serious, academically rigorous, capstone of the program, demonstrating the candidate's capacity to develop an argument based on research. The thesis is a piece of original scholarship, written under the direction of a faculty advisor. Learners will produce and defend a substantial research essay, the thesis of which is demonstrably related to the course of study.

2. Program Need (to include the detailed findings of the market analysis conducted in consultation with campus or University of Maine System (UMS) institutional researchers or other relevant programmatic information)

The COVID pandemic has magnified the winners and losers in Maine's educational system. Just as Maine's schoolchildren have inequitable access to resources and high-quality instruction, so, too, do Maine's educators. While these challenges are not uniquely Maine's, and this program will appeal widely to American educators, an MAT in Whole Child Education helps close the loop on too-long-unmet needs across our state.

The proposed MAT program is a leading-edge graduate degree. As more schools incorporate Whole Child Education (WCE) and Social-Emotional Learning (SEL) into their curriculum, the demand for teachers prepared in these areas is expected to grow. The U.S. Bureau of Labor Statistics does not supply data specific to Whole Child educators, but the job outlook for overall employment in education, training, and library occupations is expected to grow 7% from 2021 to 2031. It is important to note that WCE and related SEL instruction have become more common due to demonstrated benefits to students, such as improved academic performance and behavior. In the 2021-2022 school year, 76% of principals and 53% of teachers reported using an SEL program or materials

in their school. The global social and emotional learning (SEL) market size was valued at USD 2.31 billion in 2022 and is expected to grow at a CAGR of 24.3% from 2023 to 2030 (Grand View Research).

Groups ranging from the National PTA Initiative to The Center for Family Engagement, to Learning Policy Institute, to National Institutes of Health, to Economic Policy Institute have made Whole Child Education their [clarion call](#). [Recent research in neuroscience, developmental and learning sciences, education, sociology, and other fields confirms](#) that a Whole Child approach to education is desirable for fostering all areas of children's development and learning – including literacy, math, and science, as well as social-emotional and cognitive skills. Furthermore, integrating Whole Child Education in schools also has seen substantial support among voters. That recent survey from the Learning Policy Institute found that nearly nine in ten likely voters (85%) think it imperative that schools provide Whole Child Education. A teaching approach that acknowledges the full scope of a child's development lays the foundation to ensure that children are well-equipped to be engaged and lifelong learners.

Each of these groups and many others have underscored the importance of moving away from a narrow focus on learners' cognitive development in favor of a more holistic approach most apt to lead to positive outcomes in all domains of learners' lives.

A [recent survey of American educators](#) revealed that 88% of teachers believe that schools must adopt a broader definition of student success, inclusive of both academic and non-academic dispositions and skills, and that 62% of educators report that learners are more comfortable seeking their teacher's help when a Whole Child approach is employed. Further, two-thirds of educators reported that students take greater ownership of their learning as a direct result of having adopted a Whole Child approach in the classroom. The need is deep, and educators are using their voices to amplify that need. Training programs to meet educators' professional development needs in this area are scarce.

[Educators are not alone in sounding the alarm bell about "traditional" education](#). According to the 2020-2021 Speak Up Research Project, two-thirds of parents of school-age children report worrying about their child's emotional health due to the interruptions in their learning lives caused by COVID-19. Additionally, 43% of parents expressed concern that, absent a Whole Child approach, their child would not acquire the necessary abilities in school to succeed later in life.

These recommendations, metrics, and surveys clearly demonstrate the need for Whole Child Education. Accordingly, the Maine Department of Education has heeded these calls for action. Professional preparation, dispositions, and programming initiated or championed by the Maine Department of Education strongly encourages, though yet does not mandate, the Whole Child approach. The Maine Department of Education (MDOE)

has made clear its position on the importance of Whole Child training and practice for Maine educators for supporting and nurturing Maine students. In the academic years directly preceding the COVID-19 Pandemic, throughout it, and in the wake of it, the Maine Department of Education has championed, though not mandated, a shift in priority toward Whole Child tenets and practice. Initiatives the Maine DOE has championed, funded, and supported (described in brief detail below) include, but are not limited to: PreK for ME, K for ME, 1st Grade for ME, First 10, SEL for ME, and Maine’s Whole Student Micro-Credentials.

Pre-K for ME: This research-based, Whole Child curriculum meets the requirements of Chapter 124: Public Preschool Program Standards and is developmentally appropriate for four-year-old children. Adapted from the Boston Public Schools’ Focus on K1 curriculum, Pre K for ME is intended to support any preschool teacher in providing a rich, play-based, intentional curriculum that is aligned to Maine’s Early Learning and Development Standards as well as the Head Start Early Learning Outcomes Framework. When implemented with fidelity, Pre K for ME builds social-emotional, executive function, language, literacy, math, and vocabulary skills. In addition, students’ conceptual knowledge around a variety of topics is enhanced—an important component for school success.

K for ME: This interdisciplinary, Whole Child-focused instructional program is adapted from Boston Public Schools’ Focus on K2 curriculum. K for ME supports Kindergarten students’ learning and development in literacy and language, science and engineering, social studies, the arts, and social-emotional realms. The program integrates research-based instructional practices aligned to Maine’s Learning Results while it builds children’s agency as learners and citizens. Through its intentional and connected design, K for ME engages student thinking and doing around a variety of topics utilizing developmentally appropriate practices.

1st Grade for ME: This interdisciplinary, Whole Child-focused instructional program is adapted from Boston Public Schools’ Focus on First curriculum. 1st Grade for ME supports students’ learning and development in literacy and language, science and engineering, social studies, the arts, and social-emotional realms. The program integrates research-based instructional practices aligned to Maine’s Learning Results while it builds children’s agency as learners and citizens. Through its intentional and connected design, 1st Grade for ME engages student thinking and doing around various topics utilizing developmentally appropriate practices.

First 10: First 10 Schools and Communities are “partnerships of school districts, elementary schools, early childhood programs, and community partners that come

together to work on improving teaching, learning, and care for young children and their families” (Jacobson, 2019). These schools and community partners attend to whole child / whole student development by providing consistent quality of services to all children and families, aligning resources and supports across the first 10 years of children’s lives, and fostering smooth transitions at each stage of development. Families are essential partners in First 10 Schools and Communities, collaborating to nurture children’s development and well-being. During the First 10 years of life, the development of a child’s brain architecture provides the lifelong foundation to all future learning, behavior, and health. “The early years are the most active period for establishing neural connections, but new connections can form throughout life and unused connections continue to be pruned” (Harvard University, 2019). Brain development builds over time, starting prenatally and continuing throughout childhood. Children’s relationships and environments play a major role in the overall development of their brain architecture. “Experiences that are individualized to the child’s unique personality style; that build on his or her own interests, capabilities, and initiative; and that shape the child’s self-awareness” (Harvard University, 2019) are essential to overall development. When forming and implementing First 10 Schools and Communities, several components are critical to the design: Collaboration to Improve Teaching & Learning, Culturally Responsive Partnerships, Strategic Leadership, and Well-Coordinated & Comprehensive Services. Thoughtfully implemented, these components support whole child/whole student development across domains during the early childhood and elementary years as children progress toward fifth grade. These components also work in a coordinated fashion to ensure that families, schools, and community services (such as childcare, health care, parent education, etc.) achieve the fullest potential of their efforts.

[SEL for ME](#): SEL for ME includes CASEL-aligned and trauma-informed PreK-12th grade SEL curriculum, supports, and resources for school districts in Maine. Owned by the Maine Department of Education and designed to the unique needs of our State, SEL4ME has been constructed by professionals with 50+ years of experience in education, student/parent engagement and staff/administrator professional development. These expert-developed lessons are aligned with industry established best practices, are leveraged through an Equity lens and include over 450 modules that cover PreK-12 scaffolded by grade.

[Maine’s Whole Student Micro-Credentials](#): Maine ASCD and the Maine Department of Education collaborated to provide anywhere/anytime professional learning opportunities at no cost for all Maine educators and school staff. Maine ASCD, the Maine affiliate of the global ASCD organization, has been championing the Whole Child framework for more than a decade in Maine. Beginning in the 2017-2018 school year, Maine ASCD (led

by Executive Director Leigh Alley and Board Member and President Matt Drewette-Card) built a comprehensive micro-credential suite to support anywhere/anytime professional learning of the Whole Child and ASCD's Whole Child framework. Maine ASCD and the Maine Department of Education partnered to open access to the Maine ASCD micro-credential suite for ALL Maine educators and school staff at zero cost. Maine ASCD worked with Maine DOE to help educators rethink learning, approaching it from a holistic perspective, spanning the PK-12+ continuum.

These efforts, the list of which is not exhaustive, plainly illustrate the Maine Department of Education's preference toward education and professional development opportunities that prepare Maine's teachers to support the Whole Child, valuing the active development of students' cognitive and noncognitive skills.

In conclusion, there is clearly a need for an academic program that will prepare educators for the shift to holistic education as well as one that is accessible to a wide audience. UMA is uniquely positioned to provide this kind of graduate programming through distance modalities that will serve educators across the country as momentum continues to build around Whole Child education. UMA is fortunate to have Leigh Alley, a [leading expert in Whole Child Education](#), as part of their education faculty whose vision has expertly shaped the Whole Child program that we propose.

3. Differentiation from similar existing UMS programs or how programs will complement each other.

UMS teacher education preparation programs (EPPs) enjoy a collegial and collaborative working relationship. While each of our programs serves a unique and distinct population of students, we regularly share resources and information through our monthly Deans and Directors meetings, TeamE meetings, and shared google drives on various education topics. We work collaboratively to have a presence with the Maine Department of Education, especially the State Board's Committee on Higher Education and Certification. Several UMS EDU faculty helped shape the newest language in Chapter 115 and continue to provide feedback to the state board of education. The UMA EPPs met for a special education summit last spring to share information on addressing the special educator shortage in Maine. UMA, UMPI, and UMM are finalizing a cooperating departments MOU to share delivery of eleven special education courses. Put simply, the UMS EPPs enjoy a collegiality that we value highly.

Because of this collegial relationship, the UMS EPPs are highly sensitive to ensuring new programs are discussed with one another prior to planning. UMA discussed our desire to create this MAT in Whole Child Education at a Deans and Directors meeting in spring

2023 and again in a separate meeting with a faculty member who was unable to attend the collective meeting. We received valuable feedback, most of which we took into consideration as we continued to shape the program. We did not receive any feedback that led us to believe there was any opposition to us going forward. Our peers appeared to recognize that this is a leading edge, first-of-its-kind program in the state of Maine and provides UMA with a niche in graduate education that does not duplicate any existing program.

We envision once the program is approved, we will work with our colleagues to create 4+1 accelerated programs that will allow students from UMS educator preparation programs to transfer some of their undergraduate courses into the MAT or take UMA's whole child 400 level course as cross-linked courses. Conversely, we may be able to cross-link and transfer in other UMS graduate courses that might satisfy some of the course requirements of the MAT. We look forward to developing these cooperating departments MOUs to better serve all students in the UMS system.

4. Availability of resources and finances for sustainable program support

The Education Department at the University of Maine at Augusta stands well prepared with existing resources and finances to grow and sustain this program.

- A. Personnel:** The institution of this program will not change personnel needs at this time. We anticipate our full time and part time faculty will initially be able to support teaching and advising for this program, However, we anticipate a rapid growth in the program, particularly as we develop cooperating department MOUs for 4+1 accelerated programs and advertise this widely within Maine and beyond. Growth may necessitate another faculty position.
- B. Facilities:** At this time no specific additional facilities will be needed. This program will be offered entirely through distance modalities. Currently, the University of Maine at Augusta has the facilities and equipment to support this program.
- C. Equipment:** Currently no additional equipment is needed
- D. Funding Sources:** No additional funding is needed at this time
- E. Library Resources:** UMA's library added significant education holdings during the COVID-19 pandemic, including rich, supportive video databases of high-quality teaching in action. No additional resources are needed at this time.
- F. Other:** n/a
- G. What additional new costs are required in any or all of the above**

categories? None are needed currently.

Notes About the Especial Qualifications and Capacity of EDU Personnel

The three members of the full-time education faculty—Drs. Leigh Alley, Cindy Dean, and Timothy Surette—as well as a diverse and highly-qualified pool of adjuncts stand ready to support the institution of this Master of Arts in Whole Child Education. As noted elsewhere in this document, Dr. Leigh Alley is a leading expert in Whole Child Education and led the creation of Whole Child micro-credentialing with the Maine Department of Education. The Curricula Vitae of the uniquely qualified full-time faculty are included as Appendix A.

5. Outline of the future program evaluation process

The program will be subject to institutional quinquennial reviews and annual reports. It may also be subject to quinquennial Maine Department of Education reviews.

Additionally, UMA's Education program regularly collects key assessment data to track student achievement of learning outcomes through Taskstream LAT. Reports on admissions, matriculation, and retention will also be valuable metrics to help shape and improve programming. We currently survey our graduates and anticipate including the graduate student body in this process. Feedback has and continues to help us shape and improve programming.

6. Accommodations for diverse accessibility needs under Americans with Disabilities Act (ADA)

At UMA, **Accessibility Services** is the department within the Division of Academic Success which is responsible for providing necessary accommodations to students with disabilities in accordance with the Americans with Disabilities Act (ADA).

UMA complies with all laws which define the rights of individuals with disabilities, and makes reasonable efforts to accommodate specific academic and residential needs. Students with disabilities who apply to the University are admitted through the same admissions process, and must meet the same admission standards as other students. It is the student's responsibility to request support through contact with the Division of Academic Success.

It is important to note that the laws and procedures which govern support for students with disabilities are different in college than in high school. Colleges do not offer special

education, rather they provide accommodations that enable students with disabilities to access the same education experience as their peers. An accommodation is any change in the learning environment or in the way things are customarily done that enables a person with a disability to have equitable access to the University experience.

Accommodations may vary according to the specific requirements of a course or activity; therefore, an accommodation request must be made by the student prior to each new semester, or desired participation in University sponsored events. Students are encouraged to request course accommodations as soon as they know their class schedule for the upcoming term. Accommodations may take several weeks to implement. Students who would like to contact Accessibility Services should email umasuccess@maine.edu and can find out more about the accommodation process at this link: <https://www.uma.edu/academics/student-support/accessibility-services/accommodation-process/>

7. documentation of the university's approval process, including letters of support from the university president and provost.

See attachments from USM, UMF, UMM, and UMPI. Note from UM is pending.

8. Pro Forma statement (maintained by the VCASA office)

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<https://eric.ed.gov/?id=ED622899>

APPENDIX A
UMA EDUCATION FACULTY CURRICULUM VITA

Leigh Reagan Alley, Ed.D.

Leigh Reagan Alley | Ed.D.

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Education

CEEL, Early Education Leadership – Harvard Graduate School of Education; Cambridge, MA (2021)

Edd, Transformative Leadership – University of New England; Biddeford, ME (2016)
Dissertation: *Community: Collaboration for Leadership and Professional Learning in Rural Northern New England*

CAGS, Literacy K-12 – University of New England; Biddeford, ME (2012)

CAGS, Advanced Educational Leadership – University of New England; Biddeford, ME (2010)

MSEd, Instruction – Saint Joseph's College; Standish, ME (2007) Thesis: *Making Change: Promoting Democracy Through Purposeful Literacy Instruction in a De-Tracke High School English Classroom*

BA, English & Writing, *summa cum laude* – University of Maine at Machias; Machias, ME (2002)

Employment

- Executive Director and Chief Operating Officer, Maine ASCD, Topsham, ME (2017-

Present)

- Assistant Professor of Education, University of Maine at Augusta, Augusta, ME (Present)
- Curriculum Coach, Calais School Department, Calais, ME (2016-2021)
- Consultant, Leigh Alley: Literacy, Jonesport, ME (2009-2021)
- Adjunct Faculty, University of Maine at Augusta, Augusta, ME (2018-2021)
- Leadership Strategist, GEAR UP Maine, Syntiro, Readfield, ME (2014-2017)
- Regional Facilitator, GEAR UP Maine, Syntiro, Readfield, ME (2014-2017)
- Executive Director, Washington County Consortium for School Improvement, Machias, ME (2012-2014)
- Literacy/Instructional Strategist, Washington County Consortium for School Improvement (2009-2014)
- Project Director, Title IID Technology Grant, Maine Department of Education (2009-2011)
- English Teacher, Jonesport-Beals High School, Jonesport, ME (2002-2009)

Other Experience

- Faculty Senate, University of Maine at Augusta (Present)
- Colloquium Committee, University of Maine at Augusta (Present)
- Faculty Senate Constitution Committee, University of Maine at Augusta (Present)
- Early College Committee, University of Maine at Augusta (Present)
- Curriculum Committee, University of Maine at Augusta (Present)
- President, University of Maine at Machias Alumni Association (Present)
- Curriculum Committee, Sunrise Senior College, University of Maine at Machias (Present)

- Steering Committee, Educational Leadership Editorial Themes (Present)
- Review Board, ASCD Affiliate Development Continuum (Present)
- Review Board, ASCD Emerging Leaders (Present)
- Review Board, ASCD Handbooks Committee (2021-Present)
- Review Board, ASCD Conference Proposals (2021-Present)
- Publisher, *Journal of Maine Education* (2017-Present)
- Advisory Council, Institute for Humane Education (2019-Present)
- Review Board, ASCD Manuscript Acquisitions (2017-Present)
- Board of Editors, *Journal of Maine Education* (2013-Present)
- Vice President, Maine ASCD (2016-2017)
- Board of Directors, Maine ASCD (2011-2016)
- Steering Committee, Maine Shared Youth Vision Council (2012-2014)
- Steering Committee, Maine Content Literacy Project (2009-2014)
- President & Chief Negotiator, Moosabec Teachers Association (2007-2009)
- President, JHS/JBHS Alumni Association; (1999-2019)

Recent Awards and Recognitions

- 2023 Golden Wizard Book Prize
- 2023 Purple Dragonfly Book Awards, First Prize: School Issues
- 2023 Purple Dragonfly Book Awards, Honor: Best New Author
- 2023 Readers' Favorite Five-Star Review
- 2023 Wishing Self Five-Star Review
- 2023 #1 New Release, Amazon.com, Children's Books—Peer Pressure
- 2023 #1 Best Seller, Amazon.com, Children's Books—Mindfulness

- 2023 Commencement Address, University of Maine at Machias
- 2023 Faculty Speaker—Convocation, University of Maine at Augusta
- 2021 ASCD Affiliate Honor for Overall Excellence
- 2020 Finalist Nominee, National Assessment Governing Board, responsible for The Nation's Report Card
- 2020 ASCD Affiliate Honor for Excellence in Professional Learning
- 2020 University of Maine at Machias Distinguished Young Alumnus

University Courses Taught:

- EDU 160 / HUS 160—Perspectives on Infants, Toddlers, and Young Children
- EDU 251—The Teaching Process
- EDU 295—Social-Emotional Learning: Core Competencies—*Course Creator*
- EDU 327—Mathematics for Young Children
- EDU 328 / HUS 328—Creative Development and Art for Young Children
- EDU 330—Teaching Writing in the Early Elementary Grades PK-3—*Course Developer*
- EDU 344E—Self-Care and Resilience for Educators—*Course Creator*
- EDU 351W—Teaching Reading in Elementary School
- EDU 363—Young Children with Special Needs
- EDU 366 / ENG 366—Children's & Young Adult Literature
- EDU 379—Trauma-Sensitive Classrooms—*Course Creator*
- EDU 385—Methods of Teaching Reading and Writing in the Content Areas
- EDU 390B—Methods of Teaching English (7-12)
- EDU 390G—Methods of Teaching Social Studies (7-12)
- EDU 399—Student Teaching Seminar

- Other Courses Designed and Not Yet Taught (for the SEL Post-Baccalaureate Certificate and the MAT in Whole Child Education):
 - EDU 530—The Whole Child
 - EDU 540—The Whole Educator
 - EDU 550—Whole School, Whole Community, Whole Child
 - EDU 580—The Just-Right Challenge
 - EDU 510—Restorative Practice

Representative Publications and Presentations

Alley, L. R. (2023). *Starr of the Show*. Piggy Bank Press.

Alley, L.R., Drewette-Card, M., & Bellavance, M. (2023, October). *Whole student teaching and learning* [Conference presentation]. ACTEM Annual Conference, Augusta, ME.

Alley, L.R., Drewette-Card, M., & Bellavance, M. (2023, August). *Supporting Maine educators to achieve whole student learning anywhere/anytime* [Conference presentation]. Maine Educator Summit, Augusta, ME.

Dean, C., Surette, T., Stark, L., **Alley, L.R.**, & Bentley, C. (2022, December). *Retooling traditional field placements: A residency model* [Conference presentation]. Educate Maine Symposium, Portland, ME.

Alley, L.R., & Drewette-Card, M. (2022, October). *Whole learner education in a pandemic world* [Conference presentation]. ACTEM Annual Conference, Augusta, ME.

Alley, L.R. (2022, June). *A whole student approach*. [Conference presentation]. 109th Annual Commissioner's Conference for Superintendents, Bar Harbor, ME.

Alley, L.R. (2022, March). *Using SEL and the ZPD to help learners go with the flow*

- [Conference presentation]. Penobscot River Educational Partnership Conference, Virtual.
- Alley, L.R., & Surette, T.N.** (2021, March). *SEL approaches to supporting students experiencing adverse circumstances, including the ongoing COVID-19 pandemic* [Conference presentation]. Penobscot River Educational Partnership Conference, Virtual.
- Alley, L.R.** (Host). (2020, November 14). *Tips for remote teaching* [Audio podcast episode]. In *Maine ASCD: The Podcast*.
- Alley, L.R.** (Host). (2020, October 29). *Putting the ME in ASCD* [Audio podcast episode]. In *Maine ASCD: The Podcast*.
- Alley, L.R.** (Host). (2020, April 7). *What Maine's curriculum leader of the year wishes people knew about public education in America* [Audio podcast episode]. In *Maine ASCD: The Podcast*.
- Alley, L.R., & Drewette-Card, M.** (2020, March). *Educating the whole child: Whole schools and whole communities partnering to ensure equity* [Conference presentation]. School Redesign in Action Conference, Norwood, MA. (Conference canceled)
- Alley, L.R.** (Host). (2020, January 13). *Challenge and engagement* [Audio podcast episode]. In *Maine ASCD: The Podcast*.
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- Alley, L.R.** (Host). (2019, December 11). *Empathy and kindness: The whole educator*. [Audio podcast episode]. In *Maine ASCD: The Podcast*.
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support students with adverse childhood experiences [Conference presentation]. Maine Education Association Fall Conference, Hampden, ME.

Alley, L.R. (2019, October). *It's contagious (no, really!): Catching the kindness bug K-6* [Conference presentation]. Maine Education Association Fall Conference, Hampden, ME.

Alley, L.R. (2019, October). *Become a whole child certified educator!* [Conference presentation]. ACTEM Annual Conference, Augusta, ME.

Alley, L.R., & Drewette-Card, M. (Hosts). (2019, June 14). *Helping communities through the whole child approach* [Audio podcast episode]. In *Maine Education Matters*.

Alley, L.R. (2019, April). *SEL and the whole child approach to learning* [Conference presentation]. Social-Emotional Learning Summit, Biddeford, ME.

Alley, L.R. (2019, April). *Vision meets action: Whole schools and whole communities partnering*

to educate the whole child [Conference presentation]. Maine Education Association Spring Conference, Farmington, ME.

Alley, L.R. (2018, June). *Public education in Maine: A street-level view* [Keynote]. Institute for Humane Education (IHE) Annual Learning Session, Portland, ME.

Alley, L.R. (2017, September). *Connecting rural college access programs* [Conference presentation]. National College Access Network (NCAN) Annual Conference, San Diego, CA.

Alley, L.R. (2017, August). *Ensuring equity: The whole child approach in Maine* [Conference presentation]. Elevating and Celebrating Effective Teaching and Teachers (ECET2) Convening, Waterville, ME.

- Alley, L.R.** (2017, July). *Social networking speed date: Connecting rural GEAR UP programs* [Conference presentation]. National Council for Community and Education Partnerships (NCCEP) Annual Conference, San Francisco, CA.
- Alley, L.R.** (2017, May). *Habits of mind: growing the mindset to move Maine forward* [Conference presentation]. Maine College Access Network Annual Conference, Augusta, ME.
- Alley, L.R.** (2016, December). *The whole child approach in Maine: Ensuring Maine students are healthy, safe, engaged, supported, and challenged* [Conference presentation]. Educate Maine Symposium, Portland, ME.
- Alley, L.R.** (2016, July). *Transformational change through school-based pilot studies* [Conference presentation]. National Council for Community and Education Partnerships (NCCEP) Annual Conference Washington, DC.
- Alley, L.R.** (2016). *Community: Collaboration for leadership and professional learning in rural northern New England* [Doctoral dissertation, University of New England].
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- Alley, L.R.** (2015, May). *I can be anything I want to be: Envisioning a future and planning backward* [Conference presentation]. Maine College Access Network (MaineCAN) Spring Conference, Waterville, ME.
- Alley, L.R.** (2015, July). *Take your team from forming to performing with a minimum of storming* [Conference presentation]. National Council for Community and Education Partnerships (NCCEP) Annual Conference San Francisco, CA.
- Alley, L.R.** (2010, August). *Writing across the curriculum* [Institute intensive]. Maine Reading First Annual Summer Literacy Institute, Orono, ME.
- Alley, L.R.** (2010, August). *K-6 collaborative routines* [Institute intensive]. Maine Reading First Annual Summer Literacy Institute, Orono, ME.
- Alley, L.R.** (2009, September). *The intersect of literacy and college readiness* [Keynote]. Great Maine Schools Summit, Machias, ME.

Expertise

- Leadership
- Social-Emotional Learning
- Trauma-Sensitive Practice
- Whole Child Education
- Solutionary Education
- Equity
- Continuous Improvement
- Grant Management
- Networking
- Mentoring and Professional Coaching
- Curriculum and Instruction
- Proficiency-Based Education
- Distance Education
- Asynchronous Education
- Literacy
- Instructional Technology

Professional Memberships

- National Council for Community and Education Partnerships
- National College Access Network
- ASCD Affiliate Leaders Network
- ASCD
- New England Educational Opportunity Association
- Maine ASCD
- Maine Educational Opportunity Association
- Maine College Access Network
- Maine Association for Improving Literacy (MAIL) Network
- Washington County Leadership Team
- Maine Writers and Publishers Alliance

References

Shannon Shanning
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Topsham, Maine
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(207) 319-9267

Cynthia D. Dean, Ed.D.

Work

229 Randall Student Center
46 University Drive
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207.621.3192 (office)
cynthia.dean@maine.edu

Home

124 Lampson Road
Liberty, ME 04949
207.542.9481 (cell)

Current Positions

2023 Professor of Education, University of Maine at Augusta

2016-2023 Associate Professor of Education, University of Maine at Augusta

2011-2016 Assistant Professor of Education, University of Maine at Augusta

2011-present Coordinator of Teacher Education, University of Maine at Augusta

Academic History

2010 Ed.D., University of Maine. Special field: Literacy Education
Dissertation: Dean, C. (2010). The ecology of peer tutoring: Perspectives of student staff in one high school writing center, University of Maine.

2005 M.Ed., University of Maine. Special field: Literacy Education

2000 M.A., University of Maine. Major emphasis: English with a concentration in Women's Studies. Masters Thesis: Dean, C. (2000). Breaking out: The power of song in Louisa May Alcott's *Little Women* and selected short stories, University of Maine.

1998 B.A., University of Maine at Augusta, Major emphasis: English

Employment History

Secondary Teaching

2006- 2011 Literacy Specialist and Learning Center Director, Erskine Academy, So. China, ME

2006-2011 Writing Center Director, Erskine Academy, So. China, ME.

2001-2011 English Teacher (9-10), Erskine Academy, So. China, ME.

2000-2001 English Teacher (9-12), Lee Academy, Lee, ME.

Post-secondary Teaching

2023 Professor of Education, College of Arts and Sciences,
University of Maine at Augusta, Augusta, Me.

2016-2023 Associate Professor of Education, College of Arts and Sciences,
University of Maine at Augusta, Augusta, Me.

2011-2016 Assistant Professor of Education, College of Arts and Sciences,
University of Maine at Augusta, Augusta, Me.

2005-2008 Instructor, College of Education and Human Development, University of
Maine, Orono, Me.

2001- 2006 Instructor, Composition, College of Liberal Arts and Sciences,
University
of Maine, Orono, Me.

1999-2000 Instructor, Composition, University of Maine at Augusta, Augusta, ME.

Graduate Assistantship

1998-2000 Teaching Assistant in Composition (full responsibility), Department of
English, College of Liberal Arts and Sciences, University of Maine, Orono, ME.

Adult Education

2005 English Instructor, Transitions to College, Adult Education, MSAD#5,
Rockland, ME.

Honors and Awards

Teaching

2012 Baker Scholar, Maine Writing Project.

2011 John Schmitt Award for Outstanding Research at the Graduate Level

2003 Teacher of the Trimester, Erskine Academy

2000 Outstanding Graduate Student in English, University of Maine

Achievement

2014 Meritorious Achievement Award, Faculty, University of Maine at Augusta

2007 National Board Certification in English Language Arts 14-18 years old

Grants and Fellowships

- 2015 Presidential Mini-Grant. Education Technician Certificate of Study. Co-awarded to Patricia Clark
- 2015 Research Grant, Education Technicians in Maine, Co-awarded to Patricia Clark.
- 2011 Presidential Mini-Grant. Interdisciplinary Student Conference.

Research

- 2022 Principal Investigator. Program review: Culturally responsive teaching, assessment, and MDOE recommendations. Co-investigators: T. Surrette, L. Stark, L. Alley
- 2015-17 Understanding the needs for education of paraprofessionals. Case study of educational technicians and special education directors to better understand the courses that both constituencies believe would support ongoing professional development for Maine's educational technicians. Co-investigators, Patricia Clark and Timothy Surrette
- 2015 Becoming a teacher: Building a teacher identity. Case study of select UMA students enrolled in EDU 380 and EDU 390.
- 2013 Building a student teaching practicum, Secondary Education. Presidential Strategic Development Fund Grant

Publications

- Dean C. (2022). "[Unpacking cultural competence.](#)" *Northwords*. Portland, Me: MCELA.
- Dean, C. (2022). "[Reaching and teaching students in poverty: Strategies for erasing the opportunity gap book review.](#)" *Journal of Maine Education* (36), 52-56
- Dean, C., Pease, K., Kruger, D., Bentley, C., Brown, A. (2021). "[Fostering engagement and building relationships: Perspectives from ELA teacher candidates.](#)" *Northwords*. Portland, Me: MCELA.
- Dean, C. (2015). *The wild dog of Caucomagogomac and others: The lost stories of Charles Boardman Hawes*. So. China, ME: Sam Teddy Publishing.
- Dean, C. (2014). *The ecology of peer tutoring: Perspectives of student staff in one high school writing center*. Saarbrucken, Germany: Lambert Academic Publishing.
- Dean, C. and Doucette, R. (2015). A tale of two teachers: Mentoring new teachers. *Maine Writes*. Orono, ME: Maine Writing Project.
- Dean, C. (2011) Revising and rewriting roles: Exploring the challenges of peer tutors in a student-staffed high school writing center. In D. Fels & J. Wells (Eds.), *The successful high school writing center: Building*

the best program with your students. New York: Teachers College Press.

Dean, C. (2010) [Review of the book *Noise from the writing center*, by Elizabeth Boquet. National Writing Project website. <http://www.nwp.org/cs/public/print/resource/3353>

Institutional Documents

- 2019 Self-study for MDOE accreditation process (co-authored with Surrette, T. and Clark, P.)
- 2019 Electronic exhibit room for MDOE accreditation process (co-authored with Surrette, T. and Clark, P.)
- 2019- 2021 Senate report on Early College from Early College Oversight Committee
- 2018 Proposal for Academic Programs of the Future
- 2017 Rationale for a degree program in Education at UMA

Departmental Documents

- 2022 UMA Education Culturally Responsive Teaching Visioning Statement (in collaboration with education faculty)
- 2022 UMA Education Revised Teacher Dispositions (in collaboration with education faculty)
- 2020 UMA Education Department Curriculum Sequence Guides
- 2018 UMA Education Policies and Expectations
- 2018 UMA Education Student Contract for Admission
- 2018 UMA Teacher Preparation Community Blackboard site (revised yearly)
- 2018 UMA Teacher Education Conceptual Framework (revised)
- 2017 UMA Education Department Assessment Plan
- 2017 UMA Education Department Retention Plan
- 2017 Education Student Handbook (revised yearly)
- 2014 Student Teacher Handbook (revised yearly)
- 2014 UMA Teacher Preparation Conceptual Framework

Presentations

National

Dean, C. (2012). Writing together: The power and potential of high school writing centers. Invited workshop presenter at Illinois Teachers of English Conference, Bloomington-Normal, IL.

Dean, C., Taylor, I., Carlough, S., Krol, K., Wendlar, R. (2011). From teachers teaching teachers to tutors tutoring tutors: National Writing Project principles in high school writing centers. Invited workshop presenter at the National Council of Teachers of English Annual Convention, Chicago, IL.

Dean, C. and Wells, J. (2010). Secondary School Writing Centers. Invited guest for National Writing Project Radio.
http://www.blogtalkradio.com/nwp_radio/2010/10/28/teachers-and-writers-together-a-look-at-student-staffed-writing-centers

Dean, C., Wells, J., Patmon, D., Abercrombie, D., and Damron, R., (2010). K-12 Writing Centers: Transforming students, schools, and sites. Invited workshop presenter at the annual meeting of the National Writing Project, Orlando, FL.

Dean, C, Liepold, R. and Wells, J. (2010). Students leading the way: Peer tutors' perceptions of the transformative effects of peer tutoring in high school writing centers. Invited workshop presenter at the National Council of Teachers of English Annual Convention, Orlando, FL.

Regional

Dean, C., Alley, L., Stark, L., Surette, T. & Bentley, C. (2022). Retooling Traditional Field Placements: A Residency Model. Educate Maine, Portland, ME.

Dean, C. & Surette, T. (2019). Increase student engagement using Zoom. ACTEM Conference, Augusta, ME

Dean, C. & Surette, T. (2019). Exploring the academic and professional needs of Educational Technicians in Maine. MEA Learning and Leading Conference. Hampden. ME.

Dean, C., Surette, T., and Clark, P. (2018). Exploring the academic and professional needs of Educational Technicians in Maine. New England Educational Research Organization Annual Conference, Portsmouth, N.H.

Dean, C. (2016). The Power of Student-Staffed Writing Centers. Maine Writing Projects Annual Conference. Augusta, ME.

Dean, C. and Maloney, P. (2015). Reading and Writing about the Environment: Project Learning Tree and the ELA classroom. Invited presenter. MCELA spring conference, Northport, ME.

Dean, C., Burnes, P. and Carlson, B. (2015). Pragmatic Professionalism: Figuring out the Day-to-Day Implications of National Directives. Invited presenter. MCELA spring conference, Northport, ME.

Dean, C., Doucette, R., Brassil, C., (2015). Achieving National Board Certification. Invited presenter, MCELA spring conference. Northport, ME.

Dean, C. (2013). DRTA: Scaffolding reading comprehension. Invited presenter. Celebrating Children's Literature Conference, Brewer, ME.

Dean, C., Elliot, K., and Kitchin, R. (2012) Starting to invest in e-portfolios as a course element. Invited presenter. New England Sloan-C Conference, Portland, ME.

Dean, C. (2012). Writing together: The power and potential of high school writing centers. Invited presenter, Maine Writing Project Summer Institute, Orono, ME.

Dean, C., Brassil, C., and McKay, M. (2012). From vision to practice: Educational leadership and common purposes among the disciples. Invited member of panel presentation. MCELA spring conference, Northport, ME.

Dean, C. (2012). Writing together: The power and potential of high school writing centers. Invited presenter. Writing really matters: It's not just another learning result. Navigating the Real World . Augusta Civic Center, Augusta, ME.

Dean, C. (2011). Fostering critical reading and thinking. Invited presenter. Maine Maritime Academy, Castine, ME

Dean, C. (2011). The ecology of peer tutoring: Perspectives of student staff in one high school writing center. Paper presentation. New England Educational Research Organization Conference. New Bedford, MA.

Dean, C. and Burnes, P. (2011). Unpacking the framework for post-secondary success. Invited workshop presenter at the MCELA spring conference, Northport, ME.

Dean, C. (2010). Peer tutor training. Invited workshop presenter for the Maine Writing Project's Annual Secondary School Writing Center Conference. University of Maine, Orono, ME.

Dean, C. (2010). Literacy-based assessments. Invited workshop presenter for the University of Maine's Department of Forestry connection to high school program. Bowdoin College, Brunswick, ME.

Dean, C. (2010). Understanding google applications for education. Invited workshop presenter at the MCELA spring conference, Bath, ME.

Institutional and Local

Hill, M.*, Wallace, J.*, Meserve, M.*, Kenny, J.*, Surette, T., Dean, C., & Miller, A. (May, 2019). Using the ZOOM videoconference tool to increase student engagement in online courses and degree programs. Accepted at *2019 Faculty Institute*, Augusta, ME.

* students

Dean, C., Hudzina, M., and LeBlanc, G. (2013). Celebrate education week: The smartest kids in the world. University of Maine at Augusta, Augusta, ME.

Dean, C. (2010). Navigating the doctoral program. Invited speaker for ERL 590, Pro Seminar II, University of Maine, Orono, ME.

Dean, C. (2010). Google apps for education. Invited presenter, Erskine Academy, So. China, ME.

Professional Activities

- 2023 Representative of UMS Deans and Directors at State Board of Education Higher Ed and Certification Committee meeting June/October 2023
- 2023 Invited guest – State Board of Education retreat, USM. August 15.
- 2022-present UMS Deans and Directors (This is a group that had its origins in the APRIP process)
- 2023 Member, TeamE (all Maine educator preparation programs)
- 2022 Reviewer, Mandinach, E., book proposal *Culturally Responsive Data Literacy: An Important Equity Construct for All Educators*. Rowan & Littlefield
- 2020 Reviewer, NEERO conference proposals
- 2020-21 Member, MDOE Chapter 115 Revision Consensus Committee
- 2021-present Member, State of Maine Professional Standards Board
- 2018-present Vice President, AFUM Augusta chapter
- 2018-present Member AFUM Executive Committee
- 2017-18 Reviewer, NEERO conference proposals
- 2016 Co-facilitator, Book study group for MCELA, *The Power of Grammar* by Vicki Vinton and Mary Ehrenworth
- 2015 Co-facilitator, Book study group for Maine Writing Project, *Minds Made for Stories* by Tom Newkirk.
- 2015 Member, Dissertation Committee. Anne Miller, University of Maine.
- 2015-present Post-secondary liaison to Kennebec Valley Superintendents Association
- 2014-15 Sponsor, Maine Department of Education Cross Discipline Literacy Dine and Discuss. UMA. October 22 and March 12.
- 2014 Reviewer for Pearson, *Foundations of education: Becoming effective teachers in challenging times*. November.
- 2014 Attendee, National Council of Teachers of English Annual Convention, Washington, DC. November 19-22.
- 2014 Facilitator, MCELA Dine and Discuss. Smarter Balance Assessment. United Technical Center. Bangor, ME. October 15.
- 2014-15 Sponsor, Maine Department of Education Cross Discipline Literacy Dine and Discuss. UMA. October 22 and March 12.
- 2014 Sponsor, Maine Writing Projects “Write Now, Write Tech” conference. UMA. November.

- 2013-14 Sponsor, Maine Department of Education Cross Discipline Literacy Dine and Discuss. UMA. November 6 and March 5.
- 2013 Attendee, National Council of Teachers of English Annual Convention, Boston, MA. November 22-24
- 2013 Member, Dissertation Committee. Anita Jerosch, University of Maine.
- 2013 Attendee, Promising Practices Conference. Maine Writing Project. Orono, ME. July 11.
- 2013 Representative for Maine Council for English Language Arts, Annual Affiliate Meeting, Atlanta, GA. July 12-14.
- 2013 Member, Maine State Literacy Team sub-committee, Recommendations for certification changes.
- 2013 Attendee, Governor's Conference on Education, Augusta, ME. March 22.
- 2013 Attendee, Southern Maine Writing Project Technology Conference. Portland, ME. March 1.
- 2013-2020 Member, Maine Department of Education Literacy Faculty Group.
- 2013-2020 Representative for UMA education. Kennebec Valley Superintendents Association.
- 2012 Attendee, National Council of Teachers of English Annual Convention, Las Vegas, NV. November 15-19.
- 2012 Facilitator, Literacy for ME launch and regional meetings, Augusta and Lewiston, ME. September 2012
- 2012 Member, Maine State Literacy Team delegation to Striving Readers Conference, Anaheim, CA. July 29-Aug 2
- 2012 Facilitator, Maine State Literacy Team Critical Friends meeting, Waterville, ME. June 22.
- 2012 Attendee, New England Educational Research Organization Annual Conference, Portsmouth, NH. May 2-4.
- 2012 Attendee, Common Core State Standards Summit, Orono, ME. April 25.
- 2012 Member, Passage review committee for Maine PAAP (Personalized Alternative Assessment Portfolio), Augusta, ME.
- 2012 Member, Maine State Literacy Team delegation to Striving Readers Seminar, Chicago, IL. March 5-8.

- 2012 Member, Steering Committee for Project Learning Tree, Maine chapter.
- 2011 Coordinator, Maine High School Writing Centers Annual Conference, Augusta, ME. Also coordinated this conference in fall 2010 (Orono) and spring 2011 (So. China, ME)
- 2011 Member, Standing Committee on Secondary School Writing Centers, International Writing Centers Association
- 2011 Maine Writing Project Representative, National Writing Project Annual Spring Meeting (Meetings with congressional delegation), Washington, D.C.
- 2010 Member, Maine Department of Education Literacy Team, Augusta, ME
- 2010 External reviewer, English program, University of Maine at Augusta, Augusta, ME.

University and Departmental Activities

- 2022 Chair, Search committee for EDU adjuncts
- 2020 Facilitated a system wide license for The Teaching Channel that continues to date.
- 2022 University supervisor for three student teachers: social studies Richmond High School, English Hall-Dale High School, and elementary education Camden-Rockport Middle School.
- 2021 Member, Search Committee for Assistant Professor of Education/Field Placement Director for Teacher Education Program
- 2021-present President, UMA Faculty Senate
- 2021-present Member, President's Cabinet
- 2021-present Member, UMS Faculty Governance Council
- 2021 fall University supervisor for art student teacher at Prescott Memorial School and English student teacher at Oceanside High School
- 2020 Chair, Search Committee for Field Placement, Certification, and Assessment director for Teacher Education Program
- 2019 Member, Search Committee for Administrative Specialist for Academic Programs of the Future program
- 2019 Member, Search Committee for Director of Instructional Services
- 2019 Collaboration with MARCOM to develop EDU brochure, conceptual framework graphic, and revision of website to include an internal (portal-based) informational website for matriculated EDU students.

- 2019 Outreach presentation for UMA EDU current and perspective students at the UMA centers at Saco and South Paris
- 2019 Presentation to Mid-Coast Superintendents Association on UMA Education Program and Early College opportunities for Computer Science
- 2019 Facilitator for transfer agreements between UMA and KVCC, EMCC, WCCC & SMCC
- 2019 University Supervisor for two students (English – Biddeford High School & Social Studies – Oxford Comprehensive High School)
- 2019 Faculty representative at UMA centers/UMA student retreat
- 2018 Outreach presentation for perspective EDU students at CMCC
- 2018 Course developer for EDU 200 Diversity, Poverty, and Cultural Competence
- 2018 Course developer for EDU 345 Child Development
- 2018 Course developer for EDU 215, 216, & 217 Field Experience I, II & III
- 2018 Faculty representative at UC/UMA student retreat (March 30-31).
- 2018 Member, UMA faculty task force for feedback on UM policy 214.
- 2018 Member, University College and UMA reintegration committee on student services.
- 2018- 2021 Chair, Early College Oversight Committee.
- 2018 Course developer for EDU 330 Teaching Writing in the Early Elementary Grades PK-3
- 2018 Course developer for EDU 385 Methods of Teaching Reading and Writing in the Content Areas (redesigned from Teaching Writing in the Content Areas)
- 2018 spring University Supervisor for two student teachers in social studies at Oceanside High School.
- 2017 Coordinator for Taskstream assessment system
- 2017 Facilitator for transfer agreements between UMA and WCCC and EMCC
- 2017 fall University Supervisor for four student teachers: two English teachers, Thornton Academy and Boothbay Regional High School; two social studies teachers, Messalonskee Middle School and Gardiner Area High School
- 2017 Course developer for EDU 100 Introduction to Teacher Education at UMA
- 2017 fall Instituted admission process for new EDU students including submission of

intent to declare form and admission meeting with coordinator

2017 spring University Supervisor for one student teacher in English, Mt. Ararat High School

2016 fall University Supervisor for two student teachers: one art teacher, Camden Hills High School/Medomak Valley High School; one English teacher, Belfast Area High School/Troy Howard Middle School

2016 spring University Supervisor for four student teachers: two life science teachers, Belfast Area High School and Camden Hills High School/Oceanside High School; one health teacher, Oak Hill High School; one English Teacher, Bath Middle School

2015 Course developer for EDU 385 Teaching Writing in the Content Areas (6-12).

2015 fall University Supervisor for one student teacher in Life Sciences, Morse High School.

2015 Developer, Minor in Elementary Education and Minor in Early Elementary Education.

2015 Course developer, EDU300 Teacher as Researcher and EDU 210 Teaching the Dimensions of Literacy.

2015-18 Co-chair, Bridge Program Faculty Oversight Committee.

2015-present Member, Program Integration committee. Education sub-team. UMS system.

2015 Spring University Supervisor for one student teacher in English, Portland High School.

2014-15 Chair, Search Committee for Education Faculty.

2014-15 Member, Search Committee for Accounting Faculty.

2014 Fall University Supervisor for five student teachers -two English teachers, Mardi Stevens Learning Center and Brunswick Junior High School; three social studies teachers- Morse High School, Middle Schools of the Kennebunks, Lewiston High School, and Lewiston Middle School

2014 Spring University Supervisor for two art student teachers, Messalonskee High School and Poland Regional High School

2013 Member, Search Committee for Staff Associate – Career and Advising

2013 & 2014 Advising Forum for Education Students

2013 & 2014 Course developer, EDU 381 Teaching Mathematics in Elementary School.

- 2013-15 Chair, Teacher Certification Advisory Group
- 2013 Course developer, EDU 361 Teaching Science in Elementary School, EDU 351 Teaching Reading in Elementary School, EDU 371 Teaching Science in Elementary School
- 2013 Member, NEASC Self-Study for Students. Standard six.
- 2013 University Supervisor for ELA student teacher, Gardiner Area High School
- 2013 Member, Committee for Interdisciplinary Student Conference
- 2013 Faculty representative for College of Arts and Sciences, Provost's Committee for Distinguished Student and Woodworth award recipients
- 2012 Education representative. UMA Admissions luncheon for high school guidance counselors.
- 2012-2018
2019- 2020 Member, Faculty Senate
- 2012 Participant, ABCDE committee survey
- 2012-14 Member, Search Committee for English/Writing Center faculty.
- 2012-2014 Member, Colloquium Committee and Academic Theme Conference Committee
- 2012 Student Concierge Committee
- 2011-12 Developer, Minor in Secondary Education and Certificate of Study in Secondary Education.
- 2011-12 Course Developer, EDU 250 Foundations of Education, EDU 380 Literacy and Technology Across the Curriculum, EDU 390 Methods of Secondary Teaching, EDU 366 Children's and Young Adult Literature, EDU 387 Teaching the Exceptional Child in the Regular Classroom.
- 2011- present Member, Honors Council.
- 2011 Member, Search Committee for Mathematics Faculty
- 2011-2020 Member, Interdisciplinary Council

University Courses Taught

Undergraduate

EDU 100 Introduction to Teacher Education, University of Maine at Augusta (Zoom with delayed viewing)
 EDU 200 Diversity, Poverty, and Cultural Competence (Zoom with delayed viewing)
 EDU 215, 216, & 217 Field Experience I, II, & III (Zoom)
 EDU 250 Foundations of Education, University of Maine at Augusta (online)
 EDU 210 Dimensions of Literacy, University of Maine at Augusta (online)
 EDU 300 Teacher as Researcher, University of Maine at Augusta (hybrid)
 EDU 345 Child Development (online)
 EDU 362 Language and Literacy, University of Maine at Augusta (hybrid)
 EDU 380 Digital Literacy and Technology in Schools (formerly Literacy and Technology Across the Curriculum), University of Maine at Augusta (online)
 EDU 385 Teaching Writing in the Content Areas, University of Maine at Augusta (VC)
 EDU 385 Methods of Teaching Reading and Writing in the Content Areas (redesigned course) University of Maine at Augusta (online)
 EDU 387 Teaching the Exceptional Child, University of Maine at Augusta (online)
 EDU 366 Children's and Young Adult Literature (online)
 EDU/PSY 401 Educational Psychology (online)
 EDU 390 Secondary Methods of Teaching, University of Maine at Augusta (online)
 EDU 399 Student Teaching Seminar
 ENG 101 College Composition, University of Maine (Hutchinson Center, Belfast, ME.)
 ENG 101 College Writing, University of Maine at Augusta (Thomaston Center, Thomaston, ME.)

Graduate

Writing Center Pedagogy (summer 2013, online)
 Special Topics in Literacy: Digital Literacies (Central Maine literacy cohort)
 Writing Process (Central Maine literacy cohort)
 Literacy Across the Curriculum (on-campus)
 Teaching Young Adult Literature (on-campus)
 Mentoring in the Maine Writing Project Summer Institute (on-campus)
 Adolescent Literacy Institute (on-campus)
 Maine Writing Project Summer Institute (on-campus)

Secondary School Courses Taught

World Literature
 Shakespeare
 British Literature
 American Literature
 Freshman Writing and Literature
 Academic Literacy
 Writing Center English: Mentoring and Composition

Adult Education Courses Taught

Transitions to College English

Memberships

Association of Teacher Educators
 Teacher Educators Alliance of Maine
 National Council of Teachers of English

Association for Supervision and Curriculum Development

Timothy N. Surette
27 McKinely St.
Bangor, ME 04401
(207) 731 – 6998
timothy.surette@maine.edu

EDUCATION

12/16 Doctor of Education – Curriculum and Instruction – Teaching and Learning of School Subjects, University of Cincinnati, OH

08/07 Master of Education – Educational Leadership, University of Maine, Orono, ME

05/02 Bachelor of Science – Secondary Education, University of Maine, Orono, ME

RESEARCH INTERESTS

Teacher induction, teacher professional development, communities of practice, mentorship during student-teaching

PROFESSIONAL LICENSURES & APPOINTMENTS

02/14 – 06/19 Graduate Faculty, University of Maine, College of Education and Human Development

07/18 – 07/23 State of Maine, Professional Building Administrator, (Level K – 12)

07/18 – 07/23 State of Maine, Professional Teacher, Science – Life (Level 7 – 12)

07/18 – 07/23 State of Maine, Professional Teacher, Science – Physical (Level 7 – 12)

07/18 – 07/23 State of Maine, Professional Teacher, Social Studies (Level 7 – 12)

PROFESSIONAL EXPERIENCE

08/15 – Present Assistant Professor of Education, University of Maine at Augusta, ME

Responsibilities: I am responsible for development, delivery, and ongoing improvement of multiple course offerings related to K-12 teacher preparation, mentoring and evaluating student-teaching interns, advising of undergraduate students, and service to the community and university.

01/15 – 05/15 Adjunct Professor for *EDU 361, Teaching Science in the Elementary School*, University of Maine at Presque Isle, ME

Responsibilities: Responsible for selection of course readings, curriculum development, instruction, and assessment. This undergraduate level course placed an emphasis on examination of curriculum projects and trends in elementary science, selection and construction of teaching materials, study of selected topics in various science areas, research and use of science teaching strategies, and care and use of living and non-living science materials. This course was taught in an online setting.

01/15 – 05/15 Teaching Assistant for *Curriculum and Instruction 7001, Educational Research for Master's Students*, School of Education, University of Cincinnati, OH

Responsibilities: To respond to student questions and concerns, assess student work, provide feedback, and facilitate discussions. This graduate level course focused on research and bibliographic methods in curriculum and instruction; analytic, evaluative writing about research; use of research facilities. Students researched and wrote a literature review on a topic relevant to the field of education/curriculum and instruction. Students learned the steps for preparing a literature review and engaged in researching topics, forming arguments, and synthesizing research papers. This course was taught in an online setting.

09/14 – 05/15 Adjunct Professor for *EDB 204, The Teaching Process*, College of Education and Human Development, University of Maine, Orono, ME

Responsibilities: Responsible for selection of course readings, curriculum development, instruction, and assessment. This undergraduate level course engaged students in the examination of procedures of instructional planning, including improved use of small groups, classroom space, and appropriate teaching materials, measurement, evaluation, and reporting of pupil learning.

01/14 – 05/15 Adjunct Professor for *EDG 400, Field Experience Seminar*, College and Education and Human Development, University of Maine, Orono, ME

Responsibilities: Responsible for selection of course readings, curriculum development, instruction, and assessment. This undergraduate level course engaged students in the study of education programs through visits, consultation, and appraisal of practices in selected schools, instructional centers, clinics, laboratories, and community agencies. Observations are considered in relation to research theory and practice.

09/11 – 05/15 Graduate Assistant with the Woodrow Wilson Ohio Teaching Fellowship project at the College of Education, Criminal Justice, and Human Services, University of Cincinnati, OH

Responsibilities: Responsible for the management and continuous improvement of a comprehensive mentoring program for Woodrow Wilson Ohio Teaching Fellows that graduated from the University of Cincinnati and began teaching science, technology, or mathematics subjects at high-needs public secondary schools throughout the state of Ohio.

09/14 – 12/14 Teaching Assistant for *Curriculum and Instruction 7002: Theories and Trends in Curriculum*, School of Education, University of Cincinnati, OH Responsibilities: To respond to student questions and concerns, assess student work, provide feedback, and facilitate discussions. This graduate level course focused on how curriculum and curricular activities are developed and impacted by legislative and sociopolitical forces. The class investigated the interaction of curriculum implementation and models of instruction in respect to

student learning as well as how that curriculum is shaped. This course was taught in an online setting.

07/14 – 12/14 Adjunct Professor for *EDU 366, Teaching Mathematics in the Elementary School*, University of Maine at Presque Isle, ME

Responsibilities: Responsible for selection of course readings, curriculum development, instruction, and assessment. The intent of this undergraduate level course was to acquaint students with the foundations of teaching mathematics and to explore content, strategies, materials, organizational structure, and assessment procedures. This course was taught in an online setting.

01/14 – 05/14 Field Placement Supervisor, College of Education and Human Development, University of Maine, Orono and College of Education, University of Maine, Presque Isle

Responsibilities: To continuously communicate with and provide written and oral feedback to teacher candidates. To supervise and evaluate teacher candidate progress during their student teaching experience and advise candidates on the development of their portfolios around the UMaine Teacher Candidate Proficiencies and the Maine Beginning Teacher Standards.

01/14 – 05/14 Teaching Assistant for *Curriculum and Instruction 7010, Improving Instructional Effectiveness*, School of Education, University of Cincinnati, OH

Responsibilities: To respond to student questions and concerns, assess student work, provide feedback, and facilitate discussions. This graduate level course examined the nature of instructional effectiveness and its relationship to classroom practice. This course was taught in an online setting.

09/13 – 12/13 Adult Education Biology / Lab Instructor, Bangor School Dept., Bangor, ME

Responsibilities: Responsible for textbook selection, course development, and delivery of instruction and assessment. This introductory survey course included a laboratory component and covered topics such as: the nature of science and scientific inquiry, cell structure and function, photosynthesis, cellular respiration, DNA and genetics, evolution, ecology and classification of life forms.

06/13 – 12/13 Teaching Assistant for *Curriculum and Instruction 7003, Teaching and Learning in Diverse Classrooms*, School of Education, University of Cincinnati, OH

Responsibilities: Assisted with the planning and delivery of two sections of an online class for graduate level students at the University of Cincinnati. My responsibilities were to develop course content, respond to student questions and concerns, assess student work, provide feedback, and facilitate discussions.

09/13 – 11/13 Alternative Education Mathematics Long-Term Substitute Teacher (Grades 9-12), Bangor School Department, Bangor, ME

Responsibilities: Providing differentiated instruction and support in the subject areas of Pre-Algebra, Algebra I and II, and Geometry to multiple groups of high school level students with diverse learning abilities and styles.

01/13 – 08/13 Teaching Assistant for *Curriculum and Instruction, 7001 Master's Research Seminar*, School of Education, University of Cincinnati, OH

Responsibilities: During the spring and summer semesters of 2013, I assisted in the planning and delivery of two sections of an online class for graduate level students at the University of Cincinnati. My responsibilities were to respond to student questions and concerns, assess student work, provide feedback, and facilitate discussions.

01/13 – 08/13 Instructor for the *Learning for the Mobile Age* Teacher Professional Development

Initiative, CET Learning Services, Cincinnati, OH

Responsibilities: Assisted in the development and ongoing evaluation of a teacher professional development workshop titled *Learning for the Mobile Age*. The workshop focused on strategies for utilizing various mobile devices, such as cell phones and iPads, to support classroom instruction and student assessment in all subject areas and grade levels. Additionally, I delivered this workshop to teachers at various Cincinnati public schools in a face-to-face and online format.

03/12 – 08/13 Instructor for the *Learning for the Digital Age* Teacher Professional Development Initiative, CET Learning Services, Cincinnati, OH

Responsibilities: Assisted in the development and ongoing evaluation of a teacher professional development workshop titled *Learning for the Digital Age*. The workshop focused on how to utilize various web-based tools to engage students in the 21st century skills of collaboration, creativity, communication, and critical thinking. Additionally, I delivered this workshop to teachers at various Cincinnati public schools in a face-to-face and online format.

08/12 – 12/12 Adjunct Professor for *Curriculum and Instruction 7023, Intermediate Methods Secondary: Science*, School of Education, University of Cincinnati, OH

Responsibilities: Textbook selection, course development, instruction, and assessment. This was the second of three required methods courses for University of Cincinnati undergraduate and/or graduate students pursuing any science teaching license in the State of Ohio.

08/08 – 09/11 Assistant Principal/Athletic Director at Dr. Lewis S. Libby School (Gr. pK – 8), Milford, ME

Responsibilities: As the assistant principal, I worked collaboratively with other school leaders to hire, supervise, and evaluate professional teaching and support staff, led school wide improvement initiatives, and managed academic and behavioral student data. As the athletic director, I was responsible for the management of all aspects of the interscholastic sports program offered at the Dr. Lewis S. Libby School.

09/07 – 09/11 Adult Education Chemistry, Earth Science, and Biology Instructor, Old Town School Department, Old Town, ME

Responsibilities: Textbook selection, course development, instruction, and assessment related to multiple adult education course offerings in the sciences at Old Town High School.

07/04 – 08/08 7th and 8th Grade Science Teacher, James F. Doughty Middle School, Bangor, ME

Responsibilities: I taught 7th and 8th grade science at the James F. Doughty Middle School in Bangor, Maine. During my four years of teaching, I was responsible for the planning and administration of integrative units aligned with the Maine Learning Results in the physical and life sciences, including astronomy, chemistry, physics, and biology. Furthermore, I was involved in the analysis of student data to continually monitor and improve my classroom instruction.

03/06 – 06/08 High School Varsity Boys/Girls Tennis Coach, John Bapst Memorial High School, Bangor, ME

Responsibilities: Planning and supervising practices, communicating with the athletic director, parents and student-athletes, and coaching student-athletes during competitions.

06/07 – 08/07 Participating Teacher/Researcher, *Inquiry-Based Dynamic Earth Applications of Supercomputing (I.D.E.A.S.)* project, National Science Foundation

Responsibilities: Engagement in ongoing research being conducted at the University of Maine that focused on utilizing computer models to understand fundamental Earth processes such as climate change, plate tectonics, and ocean circulation. Additionally, I developed curricular units connected to the IDEAS project's learning goals and delivered them to my middle school science students during the 2007 - 2008 academic school year.

06/06 – 08/06 Participating Teacher/Researcher, *Forest Bio-refinery Research Initiative (F.B.R.I.) project*, National Science Foundation

Responsibilities: Engagement in ongoing research being conducted at the Forest Bioproducts Research Institute – University of Maine. The research focused on the viability of forest-based bioproducts as a sustainable commercial energy resource. Additionally, I developed curricular units connected to the FBRI project's learning goals and delivered them to my middle school science students during the 2006 - 2007 academic school year.

06/05 – 08/05 Participating Teacher/Researcher, *Maine, GK-12 Sensors!*, National Science Foundation

Responsibilities: Engagement in ongoing research being conducted at the University of Maine that focused on the usability of several types of industrial sensors. Also, I developed curricular units connected to the Maine, GK-12 Sensors! Project's learning goals and delivered them to my middle school science students during the 2005 - 2006 academic school year.

01/04 – 07/04 9th – 12th Grade Science Teacher, Old Town High School, Old Town, ME

Responsibilities: Course development and delivery of Biology, Wildlife Ecology, and Anatomy and Physiology.

07/03 – 01/04 9th – 12th Grade Science Teacher at Mattanawcook Academy, Lincoln, ME

Responsibilities: Course development and delivery of Earth Science, Environmental Science, and Physical Science.

03/02 – 06/03 High School Varsity Girls Tennis Coach, Bangor High School, Bangor, ME

Responsibilities: Planning and supervising practices, communicating with the athletic director, parents and student-athletes, and coaching student-athletes during competitions.

PUBLICATIONS

Peer-Reviewed Publications:

Surette, T. (2020). Influence of mentoring and professional communities on the professional development of a cohort of early career mathematics and science teachers. *School Science and Mathematics* 120(3), 175 – 188.

Surette, T. & Johnson, C. (2015). Assessing the ability of an online environment to facilitate the critical features of teacher professional development. *School Science and Mathematics*, 115(6), 260 – 270.

Non-Peer-Reviewed Publications:

Dean, C., **Surette, T.**, & Clark, P. (2019). Self-study report prepared for Maine department of education's review team.

Surette, T. (July, 2018). Presentations from ISTE 2018 conference. *UMS Faculty Focus – e Learning Teaching Strategies in Higher Ed. (Blog)*.

Surette, T. (June, 2018). 2018 international society for technology in education (ISTE) international conference. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.

Surette, T. (May, 2018). Using the ZOOM videoconferencing tool to facilitate online class meetings. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.

Surette, T. (April, 2018). Students' perceptions of a synchronous conference with their instructor during an online asynchronous course. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.

Surette, T. (March, 2018). Podcasts!. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.

Surette, T. (February, 2018). Organizing your blackboard course to support student success. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.

Surette, T. (January, 2018). Monitoring students' progress during an asynchronous online course. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.

Surette, T. (December, 2017). Asynchronous online discussion questions/prompts aimed at increasing student engagement. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.

Surette, T. (November, 2017). Assessing asynchronous online discussions. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.

Surette, T. (November, 2017). Instructor decisions aimed at improving asynchronous online discussions. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.

Surette, T. (2016). *Beyond Traditional School-Based Teacher Induction*. (Electronic Thesis or Dissertation). Retrieved from <https://etd.ohiolink.edu/>.

Publications in Progress:

Surette, T. (2020). Exploring the role university-level and school-level communities of practice have in supporting early career teachers. *The New Educator Journal* (In Progress).

PRESENTATIONS

National Refereed Presentations:

* Indicates student collaborator.

- Surette, T.** (November, 2020). Supporting early career mathematics and science teachers and career changers. Accepted at the *School Science and Mathematics Annual Conference*, Minneapolis, MN.
- Surette, T.** (February, 2020). Providing rurally placed student teachers opportunities to engage with diverse student populations. Presented at the *Clinical Practice Fellows Symposium at the Association for Teacher Educators Annual Conference*, Atlantic City, NJ.
- Surette, T. & Overall, T.** (November, 2019). Innovative approaches to designing and delivering a multi-campus secondary mathematics methods course. Proposal submitted to *School Science and Mathematics Annual Conference*, Salt Lake City, UT.
- Surette T. & Maloney, P.** (June, 2018). Pre / In-service teachers' perceptions of PLT e-unit – energy in ecosystems. Presented at 2018 *Project Learning Tree (PLT) International Coordinators' Conference*, Cody, WY.
- Surette, T.** (May, 2018). Examining opportunities for rurally placed student teachers to demonstrate pedagogical knowledge and skills associated with the InTASC standards. Presented at the *National Student Teaching and Supervision Conference*, West Chester, PA.
- Surette, T.** (October, 2016). Web-based tools to facilitate collaborative experiences in methods of teaching STEAM courses. Presented at the *School Science and Mathematics Annual Conference*, Phoenix, AZ.
- Surette, T.** (October, 2016). Influence of mentoring and professional communities on early career teacher development. Presented at *University of New Mexico Mentoring Institute Annual Conference*, Albuquerque, NM.
- Surette, T.** (November, 2014). Active-engagement instructional strategies to support student learning in university-level STEM courses. Presented at *School Science and Mathematics Association Conference*, Jacksonville, FL.
- Surette, T.** (November 2013). Investigating the experiences of three novice teachers participating in electronic mentoring. Presented at *School Science and Mathematics Association Conference*, San Antonio, TX.
- Israel, M., Maynard, K., Micham, S., & **Surette, T.** (April, 2013). Exploring engineering with diverse learners: A mixed methods study examining variables affecting learning and attitudes. Presented at the *National Association for Research in Science Teaching Annual International Conference*, Rio Grande, Puerto Rico.
- Meyer, H., Stinson, J., **Surette, T.** & Grasso, S. (January, 2013). Developing science teacher leaders: Induction to master teachers. Presented at the *Association for Science Teacher Education Conference*, Charleston, SC.

Surette, T. & Wuebker M. (November, 2012). Assessing the ability of an online environment to provide effective professional development to teachers. Presented at *School Science and Mathematics Association Conference*, Birmingham, AL.

Regional/State Referred Presentations:

Surette, T. & Alley, L. (October, 2019). Using social-emotional learning strategies to support students with adverse childhood experiences. Presented at *Maine Education Association Fall Conference*, Hampden, ME.

Surette, T. & Dean, C. (October, 2019). Exploring the academic and professional needs of educational technicians in Maine. Presented at the *Maine Education Association Fall Conference*, Hampden, ME.

Surette, T. & Dean, C. (October, 2019). Increase student engagement using ZOOM. Presented at the *Association of Computer Teacher Educators of Maine*, Augusta, ME.

Surette, T. & Overall, T. (May, 2019). Lessons learned from designing and delivering a hybrid (face-to-face, synchronous, and asynchronous online) multi-campus undergraduate course. Accepted at *2019 Faculty Institute*, Augusta, ME.

Hill, M.*, Wallace, J.*, Meserve, M.*, Kenny, J.*, **Surette, T.**, Dean, C., & Miller, A. (May, 2019). Using the ZOOM videoconference tool to increase student engagement in online courses and degree programs. Accepted at *2019 Faculty Institute*, Augusta, ME.

Surette, T., Maloney, P., Higgins, K., & Wilson, L. (March, 2019). Leveraging collaborative partnerships to enhance and expand environmental education opportunities for students in Maine. Accepted at the *2019 Maine Environmental Education Association Conference*, Belfast, ME.

Corlew, K., McMahon, S., **Surette, T.**, & Donisvitch, A. (March, 2019). How can we strengthen our network of scholars, practitioners, and partners so our collective work can be enhanced and amplified? Accepted at the *2019 Eastern Regional Campus Compact Conference*, Providence, RI.

Hirosuke, H., **Surette, T.**, Dube, M. (November, 2018). Assessing and improving vocational relevance in professional studies. Presented at the *New England Educational Assessment Network 2018 Fall Forum*, Worcester, MA.

Dean, C., Clark, P. & **Surette, T.** (May, 2018). Exploring the academic and professional needs of educational technicians in Maine. Presented at the *New England Educational Research Organization Annual Conference*, Portsmouth, NH.

Surette, T., Ball, H., & Nunez-Olmstead, H. (May, 2018). Designing accessible online courses in blackboard. Presented at the *2018 University College Faculty Institute*, Augusta, ME.

Surette, T. (May, 2017). Discussions when you're the only one in the room: Strategies and

web-based tools designed to increase and deepen student engagement in asynchronous online discussion forums. Presented at the *University College Faculty Institute*, Augusta, ME.

Walden, K.* & Surette, T. (March, 2017). Learning to think: schema theory, teaching, and the humanities. Presented at the *Maine Council for English Language Arts Annual Conference*, Rockport, ME.

Invited Workshops and Presentations:

Surette, T. (September, 2019). Leveraging learners. Presented at the *UMA Connect Learning in Community Knowledge Fall Conference*, Augusta, ME.

Surette, T. (July, 2018). Engaging adults with social constructivist teaching strategies and active learning experiences. Presented at the *Summer Academy for Adult Learning and Teaching*, Portland, ME.

Surette, T. (May, 2018). Strategies and web-based tools designed to increase and deepen student engagement in asynchronous online discussion forums. Presented at *Husson University Faculty Professional Development Workshop*, Bangor, ME.

Surette, T. & King, L. (March, 2018). Rubrics to the rescue! Presented at *University College Lunch and Learn Series*, Augusta, ME.

Surette, T., Doran, K., & Stallard, J. (February, 2018). Overview / exploration of PLT e-unit – energy in ecosystems and barriers, advantages, & biases associated with online teaching/learning. Presented at *Immersion/Transition Maine Project Learning Tree Gathering*, Nobleboro, ME.

Haines, L. & Surette, T. (November, 2017). Overview / exploration of PLT e-unit – energy in ecosystems. Presented at *Project Learning Tree pk-8th Educator Workshop*, Bates College, Lewiston, ME.

Surette, T. (November, 2017). The power of choice: designing a well-structured course assignment that values student choice and assesses course learning outcomes. Presented at *UMA Academic Assessment Committee Lunch and Learn Series*, Augusta, ME.

Surette, T. & McCord, T. (October, 2017). Discussions and blogs to engage your students. Presented at *University College Lunch and Learn Series*, Augusta, ME.

Surette, T. (August, 2017). Strategies and web-based tools designed to increase and deepen student engagement in asynchronous online discussion forums. Presented at the *University of Maine Center for Innovation in Teaching and Learning*, Orono, ME.

Surette, T. (October, 2016). Strategies to improve student participation in online discussions. Presented at the *University of Maine at Augusta Research and Pedagogy Colloquium Series*, Augusta, ME.

Surette, T. (February, 2013). Web-based tools to support student learning. Presented at *Student-Teacher Workshop*, University of Maine, Orono, ME.

RESEARCH/TRAINING GRANTS

Surette, T. (Fall, 2020). Bridging the gap between pre-service and in-service teaching in Maine with a virtual community of practice. *University of Maine at Augusta Presidential Research Grant*, (In progress)

Surette, T. (Fall, 2019). Providing UMA teacher candidates opportunities to engage with diverse student populations – year two. *University of Maine at Augusta Diversity Committee Grant*, (fully funded, \$500.00)

Surette, T. (Spring, 2019). Providing UMA teacher candidates opportunities to engage with diverse student populations. *University of Maine at Augusta Diversity Committee Grant*, (fully funded; \$250.00)

Dean, C., **Surette, T.**, Clark, P. (Co-Principal Investigators) (Spring, 2018). *University of Maine at Augusta Academic Programs of the Future Grant*. (fully funded; \$74,500)

Surette, T. & Overall, T. (Co-Principal Investigators) (Spring, 2017). Methods of secondary mathematics: developing a virtual course for pre-service teachers from multiple UMS campuses. *University College Faculty e-Learning Technology Grant*, (fully funded; \$1500.00).

Hirosuke, H. & **Surette, T.** (Co-Principal Investigators) (Spring, 2017). How do adult students relate their academic studies with their work experiences and career aspirations?: Enhancing the interrelatedness to promote student success. *Presidential Research Innovation Grant*, (fully funded, \$5,285.00).

Maloney, P. & **Surette, T.** (Co-Principal Investigators) (Spring, 2017). United States Environmental Protection Agency (EPA), *Environmental Education and Training Partnership (ee360) Competitive Grant*. (fully funded; \$6,995.00).

Surette, T. (Summer, 2016). *University of Maine at Augusta Technology Grant*. (fully funded; \$950.00).

Surette, T. (Summer, 2016). *University of Maine at Augusta Technology Grant*. (fully funded; \$950.00)

COMMUNITY/CIVIC SERVICE

08/20 – Present Education Committee of the Maine Multi Cultural Center (MMCC), Bangor, ME.

11/18 – Present Southern Penobscot Regional Program for Children with Exceptionalities (SPRCE) board of directors.

- 11/17 – Present School Committee for the Bangor School Department, Bangor, ME
- 09/17 – Present Teacher Education Alliance of Maine (TEAMe)
- 01/16 – Present Maine Project Learning Tree (ME-PLT) Steering Committee
- 11/17 – 11/18 Region #4 Cooperative Board, United Technology Center, Bangor, ME
- 07/12 – 08/13 Volunteer at the Society of St. Vincent DePaul, Cincinnati, Ohio Chapter
- 03/16/13 Science Fair Judge, Science and Engineering Expo, Cincinnati, OH
- 12/17/12 Science Fair Judge, Clark Montessori Jr./Sr. High School, Cincinnati, OH
- 08/08 – 09/11 School Liaison to Chaisson Field Committee, Milford, ME
- 10/06 – 12/06 Youth Mentor for the “Jumpstart” program offered at the Young Men’s Christian Association (YMCA), Bangor, ME

UNIVERSITY SERVICE

- 01/18 – Present Civic Engagement Committee, University of Maine at Augusta
- 01/18 – Present Faculty Representative to the University of Maine System Board of Trustees, University of Maine at Augusta
- 01/18 – Present Faculty Senate Leadership Team, University of Maine at Augusta
- 01/18 – Present President’s Cabinet, University of Maine at Augusta
- 01/18 – Present Faculty Representative to the UMS Academic and Student Affairs Sub Committee of the UMS Board of Trustees, University of Maine at Augusta
- 09/16 – Present Education Department Committee, University of Maine at Augusta
- 09/16 – Present Faculty Senate, University of Maine at Augusta
- 09/16 – Present Assessment Committee, University of Maine at Augusta
- 09/16 – Present Advising (126 students), University of Maine at Augusta
- 09/15 – Present Social Sciences Department/Committee, University of Maine at Augusta
- 01/20 – 03/20 Search Committee for Director of Field Experience and Assessment
- 09/18 – 03/19 Psychology Faculty Search Committee

11/16 – 03/17 Dean of Admissions Search Committee, University of Maine at Augusta

09/14 – 05/15 Diversity and Difference Standing Committee, University of Maine, Orono, ME

09/13 – 05/14 Distance Learning Representative for Graduate School Association for the College of Education, Criminal Justice, and Human Services, University of Cincinnati, OH

05/12 – 09/13 President of Graduate School Association for the College of Education, Criminal Justice, and Human Services, University of Cincinnati, OH

09/12 – 12/12 Secondary Education Faculty Committee, University of Cincinnati, OH

01/12 – 02/12 Secondary Education: Social Studies, Faculty Search Committee, University of Cincinnati, OH

10/11 – 05/12 Vice-President of Graduate School Association for the College of Education, Criminal Justice, and Human Services, University of Cincinnati, OH

JOURNAL REVIEW ACTIVITY

10/12 – Present Reviewer, *School Science and Mathematics Journal*, 10/12, 11/12 05/13, 11/13, 07/14, 05/15, 08/16, 06/18, 12/18, 05/19, 10/19, 02/20

03/20 – Present Reviewer, *The New Educator*, 03/20

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: New Academic Proposal: Associate of Arts in Social Science, UMA

INITIATED BY: David M. MacMahon, Chair

BOARD INFORMATION:

BOARD ACTION: X

BOARD POLICY:

305.1 Program Approval, Review & Elimination Procedures

UNIFIED ACCREDITATION CONNECTION:

As emphasized in the 2023-28 University of Maine System Strategic Plan, unified accreditation is "the mechanism through which our universities and law school are able to maximize resources and capitalize on opportunities for growth and collaboration."

The Academic and Student Affairs Committee of the Board ensures that every effort is made to operationalize unified accreditation in its review of proposed academic programs.

The Vice Chancellor for Academic and Student Affairs has actively explored multi-university collaboration(s) for this proposed academic program with the system-wide Chief Academic Officers Council. The proposed program

represents a multi-university collaboration in the following way(s):

may represent a future multi-university collaboration under the following condition(s) and in the following way(s):

does not represent a multi-university collaboration for the following reason(s):

We have not yet developed multi-university A.A. degree programs under unified accreditation, though nothing prevents our universities from doing so. For the UMA A.A. in Social Science, transfer collaborations with the Maine Community College System and other UMS institutions are under discussion with the goal of creating multiple pathways for Social Science students to attain their educational and career goals.

If the proposed academic program fulfills/advances one or more actions or goals in the UMS Strategic Plan, please indicate by name which action(s) and/or goal(s) that is, and how the proposed program will fulfill or advance it/them:

This proposal meets and advances the goal articulated in the Strategic Plan's Commitment 2 (Effective Academic Portfolio Actions section), Action 1:

Develop innovative programs and curricula responsive to changing economic and workforce needs, data-driven projections of growth areas, and technological innovation.

BACKGROUND:

The UMA Associate of Arts in Social Science is designed to support the needs of adult degree completion and transfer students by 1) delivering foundational knowledge in Social Science theory and research, 2) providing a credentialing pathway for those students who depart higher education prior to completion of the four-year degree, and 3) serving as a significant marker of accomplishment for students on their way to the B.A. degree. This program also taps into existing UMA faculty expertise in Social Science and strengthens UMA's portfolio of academic offerings.

TEXT OF PROPOSED RESOLUTION:

That the Academic and Student Affairs Committee forwards this item to the Consent Agenda at the May 19-20, 2024, Board of Trustees meeting for approval of the following resolution:

That the Board of Trustees accepts the recommendation of the Academic and Student Affairs Committee, and approves the Associate of Arts in Social Science at the University of Maine at Augusta.

Attachment

[UMA AA in Social Science](#)



UMS Academic and Student Affairs
 Estabrooke Hall
 Orono, Maine 04469
 207-973-3211
 www.maine.edu

4.1

Date: April 1, 2024

To: Dannel Malloy, Chancellor
 University of Maine System (UMS)

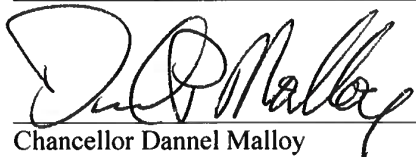
From: Jeffrey St. John, VCASA }<

Regarding: New Program Addition, A.A. in Social Science, UMA

Please find the attached program proposal from the University of Maine at Augusta to offer the Associate of Arts in Social Science. The attached material includes documentation of university level support including approval from President Cushman and the full program proposal.

The proposed addition of the Associate of Arts in Social Science was reviewed and recommended by the Chief Academic Officers Council on March 21, 2024. I also recommend this program for your approval.

I approve	I do not approve for the reasons listed below	Additional information needed for decision	Action
✓			Recommend the A.A. in Social Science program at the University of Maine at Augusta


 Chancellor Dannel Malloy

4.2.24
 Date

Maine's Public Universities

University of Maine • University of Maine at Augusta • University of Maine at Farmington
 University of Maine at Fort Kent • University of Maine at Machias • University of Maine at Presque Isle
 University of Maine School of Law • University of Southern Maine



OFFICE OF THE VICE PRESIDENT
FOR ACADEMIC AFFAIRS & PROVOST

207.621.3360 office / 207.621.3293 fax

46 University Drive, Augusta, Maine 04330-9488
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4.1

MEMORANDUM

TO: Jeffrey St. John
Vice Chancellor of Academic Affairs

FROM: Joseph Szakas *JSS*
Vice President of Academic Affairs/Provost

DATE: March 15, 2024

SUBJECT: Program Proposal (Steps 2 & 3): Associate of Arts in Social Science

The University of Maine at Augusta (UMA) is seeking approval of a program proposal for an Associate of Arts in Social Science to begin in the Fall of 2024.

Rationale:

The Associate of Arts in Social Science provides a milestone marker and increases the likelihood of 4-year degree completion among undergraduates. The UMA Social Science program has developed this degree to align with the UMS Strategic Plan, particularly the goals of enrollment, retention, workforce development and research. The AA Social Science degree will promote enrollment by supporting transfer students and adult degree completion. Students will be exposed to coursework that provides a competitive advantage in the job market. They will also learn basic research skills that are applicable to the workforce and transferable to a baccalaureate degree.

APL X-P.1 “Academic Program Approval,” Step 2: Development of Program Proposal, states that upon approval of an ITP from the VCASA office, a Program Proposal will be prepared and evaluated through the university’s normal curricular process(es). After completion of the program proposal, the university-level evaluation is initiated by the distribution of the proposal to the university’s normal curricular process.

UMA’s Intent to Plan for an Associate of Arts in Social Science was reviewed by the Chief Academic Officers in October 2023 and approved by the Vice Chancellor of Academic Affairs on October 19, 2023. The AA Social Science received full review and approval by the appropriate campus stakeholders including the Social Science Department Coordinator, Dean of the College of Arts and Sciences, UMA Curriculum Committee, UMA Faculty Senate, myself and the President.

APL X-P.1 “Academic Program Approval,” Step 3: University of Maine System (UMS) Evaluation states, after campus approval of the new program proposal, the University of Maine System (UMS) review is initiated by submission of the proposal by the University President (or designee) to the Vice Chancellor for Academic and Student Affairs (VCASA), who will acknowledge receipt of the document and distribute the proposal electronically to the members of the CAOC. The CAOC will review and discuss the proposed program at the first available CAOC meeting.

Please let me know if you have any questions or require additional information.



OFFICE OF THE PRESIDENT

207.621.3041 office | 207.621.3393 fax

46 University Drive, Augusta, Maine 04330-9488
www.uma.edu | 1.877.UMA.1234

4.1

MEMORANDUM

TO: Jeffrey St. John
Vice Chancellor of Academic Affairs

FROM: Jenifer Cushman, President
Joseph Szakas, Vice President of Academic Affairs/Provost

DATE: March 15, 2024

SUBJECT: Associate of Arts in Social Science

Please accept this memo as our full support and approval of an Associate of Arts in Social Science. The intent to plan was previously submitted and approved on October 19, 2023.

Please let us know if you need additional information.

Best,

Jenifer Cushman, President

Joseph Szakas, Provost



Program Proposal
Associate of Arts in Social Science

I. Full Program Title:

Associate of Arts in Social Science

II. Program objectives and content

In proposing a Social Science Associate's degree, the faculty of the social science program are mindful of a number of curricular, student-centered, and institutional benefits. First, the completion of the Social Science AA curriculum substantively represents a student's successful introduction to the subject matter and approaches of the social sciences. Second, many students at UMA either never complete a 4-year degree or take a significant period of their life to complete a 4-year degree. These students have nevertheless accomplished significant academic progress that is worthy of formal recognition. Third, research suggests that adding "milestone" markers of accomplishment along the path to a bachelor's degree (Moore and Shulock 2009) have the potential to increase the likelihood of 4-year degree completion among undergraduates (Taylor and Giani 2019). Social Science AA recipients will have the opportunity to participate in the "signature event" of a graduation ceremony, which itself has been shown to reinforce a sense of positive affiliation with the university and to thereby contribute to student retention (Kulp et al. 2021).

Please see the *Appendix* for the proposed program check sheet.

III. Program Need

The Social Science program is developing this degree to align with the UMS Strategic Plan, particularly the goals of **enrollment, retention, workforce development, and research**.

- This degree will promote **enrollment** at UMA, by better supporting **transfer students** and **adult degree completion**. We currently see many transfer students from Maine's community colleges and from out-of-state with a long list of social science general education credits and an interest in our degree. This degree will meet that demand, for both transfers and adult students restarting their education.

- This degree will support **retention** by increasing the transferability of students to baccalaureate degrees offered both within UMA and across the UMS. Additionally, the degree's core courses provide an excellent foundation for students who are trending toward graduate degree programs.
- This degree will provide both direct and indirect benefits to **workforce development**. Students are exposed to coursework that makes them competitive for jobs in needed professions in Maine such as social services, policy, and advocacy. Additionally, the coursework in this degree, such as COM 102: Interpersonal Communication, provides students with numerous "soft skills" that are translatable to any job, such as oral communication skills, written skills, and executive skills such as organization, planning, and time management. Lastly, we know that having a 2-year degree provides graduates with a competitive advantage on the job market.
- This degree will provide students with basic **research** skills. Courses such as PSY 100: Introduction to Psychology and SSC 220: Introduction to Research Literacy, provide students with fundamental abilities for understanding and consuming research, that are applicable to the workforce and are transferable to baccalaureate degrees.

A brief review of the Labor Statistics using the research site Lightcast (<https://lightcast.io/>) indicates that the job field of social science is growing and a field worth investing in here at UMA (see Table 1).

Job title	# Jobs 2021	# Jobs 2022	Change in Jobs 2021-22	Growth
Counselors, all other (Child, Family and Social workers)	32,010	41,038	9,028	28%
Childcare workers	517,502	533,500	15,998	3%

Social Workers, All other	51,609	56989	5,380	10%
Community and Social Service Specialists, All Other	94,057	98,973	4,9161797	5%

Differentiation from similar existing UMS programs or how programs will complement each other

We examined Associate's degrees across the UMaine System and have determined that no competing degrees exist.

Availability of resources and finances for sustainable program support

No new support is needed. This program leverages existing faculty and courses at UMA.

IV. Program Overview

Outline of the future program evaluation process

Per UMA guidelines, the Social Science program will submit annual reports for the proposed associate's degree, along with our reports for the existing baccalaureate degree. These reports include standard quantitative metrics such as enrollment data, student headcounts, number of majors, and number of graduates as well as detailed qualitative information on areas such as program growth, and identifying and addressing student barriers.

In addition to annual reports, the degree would undergo an external review every 5 years that guides the program. These external reviews provide feedback from major stakeholder groups including students, graduates, content experts, local workforce and agency partners, and Maine legislators.

Accommodations for diverse accessibility needs under Americans with Disabilities Act (ADA)

The proposed degree would leverage existing support structures at both the program and institution level.

- University of Maine at Augusta's Student Support Services office ([link](#))
- Brightspace, course management software, has an embedded tool called "Ally" which reviews the accessibility of our Brightspace websites. UMA is a leader.

Documentation of the university's approval process, including letters of support from the university president and provost

Attached Appendix.

V. Program Resources

Pro Forma statement (maintained by the VCASA office)

This Pro Forma statement aims to justify the creation of this degree:

1. Market Demand and Student Interest:

- The field of social science continues to grow in relevance and importance, addressing critical issues and presenting job opportunities in Maine and beyond.
- Analysis of market data (as presented above) indicates an increased demand for professionals with foundational knowledge in social science-adjacent disciplines.
- Discussions throughout UMA and the UMS show a strong interest in pursuing degrees such as the Associate's Degree in Social Science that promote transferability from mid-stream community college students, increased enrollment in UMA baccalaureate degree matriculation, and increased opportunities for collaborations (i.e. 2+2) with partners within the UMS.

2. Programmatic Need:

- Offering an Associate's Degree in Social Science aligns with UMA's commitment to providing comprehensive and diverse academic offerings.
- The program fills a gap in our current academic portfolio, catering to students seeking a well-rounded education in social science disciplines and workforce skills to non-traditional students.

3. Curriculum Overview:

- The proposed curriculum encompasses a broad range of social science disciplines including our core expertise in sociology, psychology, and communication studies as well as anthropology, geography, and interdisciplinary coursework.

- Core courses will cover foundational concepts in these fields, providing students with a solid academic base for further baccalaureate and graduate pathways and basic skills for entry-level positions in related professions.

4. Retention and Transfer Opportunities:

- The Associate's Degree in Social Science will facilitate transferability pathways for students who wish to pursue higher education at the bachelor's level at UMA or at other UMS campuses.
- This degree will serve as an important milestone for current UMA students. We also believe it will serve as a tool for retaining students who might otherwise leave UMA and matriculate at competing schools (e.g. Thomas, Husson).
- Collaborations with Maine community colleges, primarily KVCC, will also facilitate increased transferability for community college students who are mid-degree.

5. Workforce and Educational Readiness:

- Graduates of this program will possess critical thinking, research, and communication skills highly sought after by employers in various sectors.
- The degree will prepare students for entry-level positions in social service agencies, research organizations, government agencies, and other fields where an understanding of social dynamics is crucial.

6. Projected Enrollment and Financial Viability:

- A steady enrollment of students per academic year is projected within the first three years.
- Since the proposed degree leverages existing faculty and requires no new courses, the degree will be financially self-sustaining, only contributing positively to the university's enrollment and retention of degree-seeking students.

7. Conclusion:

- In summary, the introduction of an Associate's Degree in Social Science aligns with the UMA's academic mission and the UMS Strategic Plan -- it responds to market demand for workforce and research skills, addresses student needs for a comprehensive social science education, promotes transferability and adult degree completion, and will sustainably contribute to enrollment and retention.

References

- Kulp, Amanda M., Amanda Blakewood Pascale, and Matthew Grandstaff. 2021. "Types of Extracurricular Campus Activities and First-year Students' Academic Success." *Journal of College Student Retention: Research, Theory & Practice* 23(3): 747-767. <https://doi.org/10.1177/1521025119876249>
- Moore, Colleen, and Nancy Shulock. 2009. *Student Progress toward Degree Completion: Lessons from the Research Literature*. California State University, Sacramento, Institute for Higher Education Leadership & Policy. https://www.csuchico.edu/gradinitiative/_assets/documents/ihelp-student-progress-toward-degree-completion.pdf
- Taylor, Jason L. and Matt Giani. 2019. "Modeling the Effect of the Reverse Credit Transfer Associate's Degree: Evidence from Two States." *The Review of Higher Education* 42(2): 427-455. <https://doi.org/10.1353/rhe.2019.0002>

Appendix

Social Science (SSC)

Associate's Degree Requirements:

- Minimum 60 Credit Hours
- Writing Intensive Course
- Minimum Cumulative G.P.A.: 2.00
- 15 Credit Hours of Residency Courses
- 9 Credits of Major Residency Courses
- Minimum G.P.A. in the Major: 2.00

Program Major Requirements (24 Credit Hours):

- PSY 100 - Introduction to Psychology **3 CR**
- PSY 308 - Human Development **3 CR**
- SOC 101 - Introduction to Sociology **3 CR**

- SOC 201 - Social Problems **3 CR**
- SSC 220 - Introduction to Research Literacy **3 CR**

Complete two of the following introductory social science courses (6):

- ANT 101 - Introduction to Anthropology **3 CR**
- ECO 100 - Introduction to Economics **3 CR**
- GEO 101 - Introduction to Geography **3 CR**
- POS 101 - American Government **3 CR**
- SSC 100 - Introduction to Social Science **3 CR**

Complete one of the following communications courses (3):

- COM 102 - Interpersonal Communication **3 CR**
- COM 104 - Communications in Groups and Organizations **3 CR**
- COM 109 - Nonverbal Communication **3 CR**

Other Program Requirements (28-30 Credit Hours):

- MAT 115 - Elementary Statistics I **3 CR**
- Complete a two-semester sequence of the same Foreign or American Sign language or a two-semester 100-level history sequence **6-8 CR**
- ENG 101 - College Writing **3 CR**
- Complete any 100-level laboratory science course **4 CR**

Complete one of the following Computer Information Systems courses (3):

- CIS 100 - Introduction to Computer Applications **3 CR**
- CIS 101 - Introduction to Computer Science **3 CR**

Complete one of the following Fine Arts electives (3):

- ARC 100 - Architectural Design Studio for the Non-Majors **3 CR**

- ARH xxx any Art History course
- ART xxx any Art course
- DRA xxx any Drama course
- ENG 351W - Creative Writing **3 CR**
- ENG 452W - Creative Writing II **3 CR**
- MUH 1xx any 100-level Music History course
- MUS 1xx any 100-level Music course

Complete two of the following Humanities electives (6):

- AME xxx any American Studies course
- ARH 105 - History of Art and Architecture I **3 CR**
- ARH 106 - History of Art and Architecture II **3 CR**
- ASL 1xx/2xx any 100- or 200-level ASL course
- DRA xxx any Drama course
- ENG xxx any English course (except ENG 100, ENG 101, ENG 210W, ENG 317W or ENG 320W)
- FRE xxx any French course
- HGH xxx any Holocaust, Human Rights & Genocide course ● HTY xxx any History course
- HUM xxx any Humanities course
- MUH xxx any Music History course
- PHI xxx any Philosophy course
- SPA xxx any Spanish course
 - WGS xxx any Women and Gender Studies course

General Electives (8-10 Credit Hours):

- Complete additional general electives to reach the required 60 total credits
8-10 CR

Email address uma.curriculum@maine.edu

Curriculum Proposal Name AA Social Science New Program

Curriculum Proposal File [File 1](#)
[File 2](#)

Transmitting Faculty Lorien Lake-Corral

Transmitting Faculty Signature Date Feb 04, 2023

Dean Pamela MacRae

Dean Signature Date Feb 16, 2023

Curriculum Committee Chair Matt Dube

Curriculum Transmittal Date Feb 22, 2023

Secretary of the Senate Jessica Winck

Senate Approval Date Mar 14, 2023

Provost  3/24/2023

President

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**Vice Chancellor for
Academic and
Student Affairs
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www.maine.edu**

The University of Maine

University of Maine
at Augusta

University of Maine
at Farmington

University of Maine
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University of Maine
at Machias

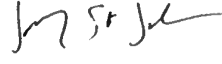
University of Maine
at Presque isle

University of
Southern Maine

Date: October 19, 2023

To: Jenifer Cushman, President
University of Maine at Augusta (UMA)

To: Joseph Szakas, Provost
University of Maine at Augusta (UMA)

From: Jeffrey St. John, VCASA 
The University of Maine System (UMS)

Regarding: Intent to Plan – A.A in Social Science

The Chief Academic Officers Council (CAOC) reviewed the request submitted on October 19, 2023 by the University of Maine at Augusta for the Intent to Plan of the A.A in Social Science. The CAOC was supportive of this request. The VCASA supports and approves this new Intent to Plan.

This memo serves as formal confirmation of approval of the Intent to Plan of the A.A in Social Science.

Please do not hesitate to let me know if you have any questions.



OFFICE OF THE VICE PRESIDENT
FOR ACADEMIC AFFAIRS & PROVOST


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46 University Drive, Augusta, Maine 04330-9488
www.uma.edu | 1.877.UMA.1234

4.1

MEMORANDUM

TO: Jeffrey St. John
Vice Chancellor of Academic Affairs

FROM: Joseph Szakas 
Vice President of Academic Affairs/Provost

DATE: October 13, 2023

SUBJECT: Program Request (Step 1): Associate of Arts degree in Social Science

The University of Maine at Augusta's College of Arts and Sciences proposes an Associate of Arts degree in Social Science.

Rationale

This proposal represents an opportunity for the UMA Social Science department to develop an Associate of Arts degree in Social Science. The Social Science program is developing this degree to align with the UMS Strategic Plan, particularly the goals of enrollment, retention, workforce development, and research. A brief review of the Labor Statistics using the research site Lightcast (<https://lightcast.io/>) indicates that occupations obtainable with an Associates degree in Social Science are associated with fields growing and therefore it is worth investing in here at UMA. This Associate degree is purely a subset of work that is already offered at UMA in our Bachelor of Science in Social Science, and no new classes, faculty or resources are needed to augment our degree offerings by adding this Associate of Arts degree in Social Science.

This letter of intent submission is in accordance with APL X-P.1 "Academic Program Approval," Section I. "Approval of Undergraduate Majors, graduate degree programs, and advanced certificates of study, Step 1: Program Request" is the relevant section of the University of Maine System Administrative Practice Letters. The policy indicates that the 250-word program request should be submitted electronically to the VCAA and Chief Academic Officers for consideration. "Except under extenuating circumstances, formal response from a Provost Office and the VCAA office regarding the CAOC recommendation should occur within two weeks."

Please let me know if you have any questions or require additional information.



Intent to Plan
Associate of Arts in Social Science

A. General Objectives

In proposing a Social Science Associate's degree, the faculty of the social science program are mindful of a number of curricular, student-centered, and institutional benefits. First, the completion of the Social Science AA curriculum substantively represents a student's successful introduction to the subject matter and approaches of the social sciences. Second, many students at UMA either never complete a 4-year degree or take a significant period of their life to complete a 4-year degree. These students have nevertheless accomplished significant academic progress that is worthy of formal recognition. Third, research suggests that adding "milestone" markers of accomplishment along the path to a bachelor's degree have the potential to increase the likelihood of 4-year degree completion among undergraduates. Social Science AA recipients will have the opportunity to participate in the "signature event" of a graduation ceremony, which itself has been shown to reinforce a sense of positive affiliation with the university and to thereby contribute to student retention.

B. Evidence of Need

The Social Science program is developing this degree to align with the UMS Strategic Plan, particularly the goals of **enrollment**, **retention**, **workforce development**, and **research**.

- This degree will promote **enrollment** at UMA, by better supporting **transfer students** and **adult degree completion**. We currently see many transfer students from Maine's community colleges and from out-of-state with a long list of social science general education credits and an interest in our degree. This degree will meet that demand, for both transfers and adult students restarting their education.
- This degree will support **retention** by increasing the transferability of students to baccalaureate degrees offered both within UMA and across the UMS. Additionally, the degree's core courses provide an excellent foundation for students who are trending toward graduate degree programs.
- This degree will provide both direct and indirect benefits to **workforce development**. Students are exposed to coursework that makes them competitive for jobs in needed professions in Maine such as social services, policy, and advocacy. Additionally, the coursework in this degree, such as COM 102: Interpersonal Communication, provides students with numerous "soft skills" that are translatable to any job, such as oral communication skills, written skills, and executive skills such as organization, planning,

and time management. Lastly, we know that having a 2-year degree provides graduates with a competitive advantage on the job market.

- This degree will provide students with basic **research** skills. Courses such as PSY 100: Introduction to Psychology and SSC 220: Introduction to Research Literacy, provide students with fundamental abilities for understanding and consuming research, that are applicable to the workforce and are transferable to baccalaureate degrees.

A brief review of the Labor Statistics using the research site Lightcast (<https://lightcast.io/>) indicates that the job field of social science is growing and a field worth investing in here at UMA (see Table 1).

Job title	# Jobs 2021	# Jobs 2022	Change in Jobs 2021-22	Growth
Counselors, all other (Child, Family and Social workers)	32,010	41,038	9,028	28%
Childcare workers	517,502	533,500	15,998	3%
Social Workers, All other	51,609	56989	5,380	10%
Community and Social Service Specialists, All Other	94,057	98,973	4,9161797	5%

C. Involvement of similar programs

We examined Associate’s degrees across the UMaine System and have determined that no competing degrees exist.

D. Extent of Support/New Costs Required

No new support is needed. This program leverages existing faculty and courses at UMA.

E. Timeline

Fall 2024

Social Science (SSC)**Associate's Degree Requirements:**

- Minimum 60 Credit Hours
- Writing Intensive Course
- Minimum Cumulative G.P.A.: 2.00
- 15 Credit Hours of Residency Courses
- 9 Credits of Major Residency Courses
- Minimum G.P.A. in the Major: 2.00

Program Major Requirements (24 Credit Hours):

- PSY 100 - Introduction to Psychology 3 CR
- PSY 308 - Human Development 3 CR
- SOC 101 - Introduction to Sociology 3 CR
- SOC 201 - Social Problems 3 CR
- SSC 220 - Introduction to Research Literacy 3 CR

Complete two of the following introductory social science courses (6):

- ANT 101 - Introduction to Anthropology 3 CR
- ECO 100 - Introduction to Economics 3 CR
- GEO 101 - Introduction to Geography 3 CR
- POS 101 - American Government 3 CR
- SSC 100 - Introduction to Social Science 3 CR

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- COM 102 - Interpersonal Communication 3 CR
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- **ENG xxx any English course (except ENG 100, ENG 101, ENG 210W, ENG 317W or ENG 320W)**
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- **HTY xxx any History course**
- **HUM xxx any Humanities course**
- **MUH xxx any Music History course**
- **PHI xxx any Philosophy course**
- **SPA xxx any Spanish course**
- **WGS xxx any Women and Gender Studies course**

General Electives (8-10 Credit Hours):

- **Complete additional general electives to reach the required 60 total credits 8-10 CR**



**Vice Chancellor for
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Student Affairs
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Orono, ME 04469**

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The University of Maine

University of Maine
at Augusta

University of Maine
at Farmington

University of Maine
at Fort Kent

University of Maine
at Machias

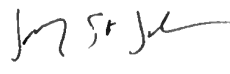
University of Maine
at Presque isle

University of
Southern Maine

Date: October 19, 2023

To: Jenifer Cushman, President
University of Maine at Augusta (UMA)

To: Joseph Szakas, Provost
University of Maine at Augusta (UMA)

From: Jeffrey St. John, VCASA 
The University of Maine System (UMS)

Regarding: Intent to Plan – A.A in Social Science

The Chief Academic Officers Council (CAOC) reviewed the request submitted on October 19, 2023 by the University of Maine at Augusta for the Intent to Plan of the A.A in Social Science. The CAOC was supportive of this request. The VCASA supports and approves this new Intent to Plan.

This memo serves as formal confirmation of approval of the Intent to Plan of the A.A in Social Science.

Please do not hesitate to let me know if you have any questions.



UMS Academic and Student Affairs

Estabrooke Hall
Orono, ME 04469

207-581-5842

4.1

Date: March 26, 2024

To: Jennifer Cushman, President
University of Maine at Augusta (UMA)

Joseph Szakas, Provost
University of Maine at Augusta (UMA)

From: Jeffrey St. John, VCASA }
The University of Maine System (UMS)

Regarding: Program Addition – A.A. in Social Science

The Chief Academic Officer's Council (CAOC) reviewed the request submitted on March 21, 2024 by the University of Maine at Augusta for an addition of the A.A. in Social Science. The CAOC was supportive of this request. I support and approve this addition.

This memo serves as formal confirmation of approval of the addition of the A.A. in Social Science.

Please do not hesitate to let me know if you have any questions.

Maine's Public Universities

University of Maine • University of Maine at Augusta • University of Maine at Farmington
University of Maine at Fort Kent • University of Maine at Machias • University of Maine at Presque Isle
University of Maine School of Law • University of Southern Maine

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: New Academic Proposal: Doctor of Engineering in Engineering Technology, University of Maine

INITIATED BY: David M. MacMahon, Chair

BOARD INFORMATION: **BOARD ACTION:** X

BOARD POLICY:
305.1 Program Approval, Review & Elimination Procedures

UNIFIED ACCREDITATION CONNECTION:

As emphasized in the 2023-28 University of Maine System Strategic Plan, unified accreditation is "the mechanism through which our universities and law school are able to maximize resources and capitalize on opportunities for growth and collaboration."

The Academic and Student Affairs Committee of the Board ensures that every effort is made to operationalize unified accreditation in its review of proposed academic programs.

The Vice Chancellor for Academic and Student Affairs has actively explored multi-university collaboration(s) for this proposed academic program with the system-wide Chief Academic Officers Council. The proposed program

- ___ represents a multi-university collaboration in the following way(s):
- ___ may represent a future multi-university collaboration under the following condition(s) and in the following way(s):
- X does not represent a multi-university collaboration for the following reason(s):

Within the University of Maine System, Engineering Technology programming is unique to the University of Maine. This does not preclude future collaborations appropriate to the subject and degree level.

If the proposed academic program fulfills/advances one or more actions or goals in the UMS Strategic Plan, please indicate by name which action(s) and/or goal(s) that is, and how the proposed program will fulfill or advance it/them:

This proposal meets and advances the goal articulated in the Strategic Plan's Commitment 2 (Effective Academic Portfolio Actions section), Action 1:

Develop innovative programs and curricula responsive to changing economic and workforce needs, data-driven projections of growth areas, and technological innovation.

BACKGROUND:

The UM Doctor of Engineering in Engineering Technology is designed for working professionals seeking advanced training in their field. This 100% online, part-time dissertation program combines research and applied learning, granting students the skills to serve in advanced leadership roles in survey engineering and related fields and qualifying them for postsecondary teaching roles. More than 25 letters of support from industry professionals were submitted in preparing this proposal. This program will fill a unique niche in doctoral education - although several institutions offer on-campus programs in Engineering Technology, no doctoral-level online programs are available in the United States. In addition, this new doctoral program will contribute to MCEC's HAF-supported UMS TRANSFORMS' goal of doubling engineering and computing student enrollments by 2032.

TEXT OF PROPOSED RESOLUTION:

That the Academic and Student Affairs Committee forwards this item to the Consent Agenda at the May 19-20, 2024, Board of Trustees meeting for approval of the following resolution:

That the Board of Trustees accepts the recommendation of the Academic and Student Affairs Committee, and approves the Doctor of Engineering in Engineering Technology at the University of Maine.

Attachment

[UM Doctor of Engineering in Engineering Technology](#)



UMS Academic and Student Affairs
 Estabrooke Hall
 Orono, Maine 04469
 207-973-3211
 www.maine.edu

5.1

Date: April 1, 2024

To: Dannel Malloy, Chancellor
 University of Maine System (UMS)

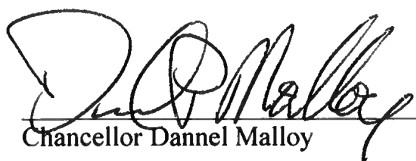
From: Jeffrey St. John, VCASA } {

Regarding: New Program Addition, Doctor of Engineering in Engineering Technology with a concentration in Surveying Engineering Technology, UM

Please find the attached program proposal from the University of Maine to offer the Doctor of Engineering in Engineering Technology with a concentration in Surveying Engineering Technology. The attached material includes documentation of university level support including approval from President Ferrini-Mundy and the full program proposal.

The proposed addition of the Doctor of Engineering in Engineering Technology with a concentration in Surveying Engineering Technology was reviewed and recommended by the Chief Academic Officers Council on March 7, 2024. I also recommend this program for your approval.

I approve	I do not approve for the reasons listed below	Additional information needed for decision	Action
✓			Recommend the EngD Engineering Technology program at the University of Maine


 Chancellor Dannel Malloy

4.2.24
 Date

Maine's Public Universities
 University of Maine • University of Maine at Augusta • University of Maine at Farmington
 University of Maine at Fort Kent • University of Maine at Machias • University of Maine at Presque Isle
 University of Maine School of Law • University of Southern Maine

Office of the Executive Vice President
for Academic Affairs & Provost



5703 Alumni Hall, Suite 201
Orono, Maine 04469-5703
Tel: 207.581.1547
Fax: 207.581.1633
umaine.edu

5.1

TO: Jeffrey St. John
Vice Chancellor for Academic & Student Affairs (UMS)

FROM: John C. Volin
Executive Vice President for Academic Affairs & Provost (UM/UMM)

SUBJECT: Doctor of Engineering (Eng.D.) in Engineering Technology with a
concentration in Surveying Engineering Technology

DATE: March 1, 2024

The University of Maine proposes a Doctor of Engineering (Eng.D.) in Engineering Technology with a concentration in Surveying Engineering Technology. The Intent to Plan was reviewed and approved by the CAOC in March, 2023, putting forth the full program proposal in Fall 2023. The Graduate Board reviewed and approved the full proposal on September 28, 2023. The Faculty Senate Program Creation and Reorganization Review Committee approved the program proposal in February, 2024, with the full Faculty Senate voting to pass the motion to approve on February 21, 2024.

Rationale

This proposed doctoral program can be completed 100% online and part-time to accommodate working professionals. The program requires a total of 42 credits beyond the bachelor's degree, of which 15 credits, including dissertation credits, are core requirements. The remaining 27 credits would be selected from a list of courses that would satisfy the Surveying Engineering Technology concentration. A combination of research-oriented and applied learning, graduates of this program will be able to translate their skills into either an academic or professional career.

Industry data reflect the need for college faculty in surveying engineering technology, with a growth of 52% over the decade. The need is further demonstrated by more than (25) letters of support from professionals advocating to the University of Maine that a doctorate, as proposed, is absolutely needed. This new and fully-online doctoral degree program will address the global market demand for masters level surveying engineering technology degrees (38 students currently at the University of Maine). 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. It supports UMS TRANSFORMS goals and our R1 classification by increasing the availability of doctoral graduates at UMaine.

There are no PhD/doctorate programs in the University of Maine System directly competing with this proposed program, the closest being the PhD in Spatial Information Science and Engineering, offered in-person, and does not include the term “surveying” in its description. No other personnel or operating expenses are expected for offering this program.

RECOMMENDED ACTION: This program has received all appropriate campus review and approval. I fully support and recommend the creation of the Doctor of Engineering in Engineering Technology with a Concentration in Surveying Engineering Technology within the College of Engineering and Computing at the University of Maine. Please let me know if you have any questions or if there is any additional information you require.

Approved By:



John C. Volin
Executive Vice President for Academic Affairs & Provost

March 1, 2024

Date

Attachment:

1. *Memo from Jeffrey St. John, VCASA*
Dated: March 21, 2023
Subject: Intent to Plan - Doctor of Engineering (Eng.D.) in Engineering Technology
2. *Proposal for a New Online Graduate Degree Doctor of Engineering (Eng.D.) in Engineering Technology with a concentration in Surveying Engineering Technology*
Dated: October 4, 2023
3. *Memo from Kody Varahramayn, Vice President for Research and Dean of the Graduate School*
Dated: October 18, 2023
Subject: Proposal for a Doctor of Engineering program in Engineering Technology
4. *Memo from Kelly Sparks, Vice President for Finance and Administration and Chief Business Officer*
Dated: January 12, 2024
Subject: Fiscal Note: Online Eng.D. in Engineering Technology
5. *Email from MJ Sedlock, Chair of PcRRC Faculty Senate Committee*
Dated: February 21, 2024
Subject: FacSen Motion Passes - Eng.D. in Surveying Engineering Technology



5.1

**Vice Chancellor for
Academic and
Student Affairs**
15 Estabrooke Drive
Orono, ME 04469

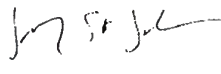
Tel: 207-973-3211
Fax: 207-581-9212
www.maine.edu

Date: March 21, 2023

To: Joan Ferrini-Mundy, President
University of Maine (UM)

John Volin, Provost
University of Maine (UM)

The University of Maine

From: Jeffrey St. John, Interim VCASA 
The University of Maine System (UMS)

University of Maine
at Augusta

Regarding: Intent to Plan – Doctor of Engineering (Eng.D.) in Engineering Technology

University of Maine
at Farmington

The Chief Academic Officer's Council (CAOC) reviewed the request submitted on March 16, 2023 by the University of Maine for an Intent to Plan of the Doctor of Engineering (Eng.D.) in Engineering Technology. The CAOC was supportive of this request. The Interim VCASA supports and approves this Intent to Plan.

University of Maine
at Fort Kent

University of Maine
at Machias

This memo serves as formal confirmation of approval of the Intent to Plan of the Doctor of Engineering (Eng.D.) in Engineering Technology.

University of Maine
at Presque Isle

Please do not hesitate to let me know if you have any questions.

University of
Southern Maine

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
October 4, 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 Publications(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 and the proposed program can start with the resources that are currently available. However, as the Eng. D. program is anticipated to grow, additional students will join the over 300 undergraduate and graduate students

currently enrolled in SVT certificate and degree programs, and this may lead us to seek permission to add tenure track faculty positions to the existing four.

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 standard residence (time spent in doctoral study) requirements, course credit transfer limits, and minimum limit of University of Maine credits in sections 4.1 and 4.5 of the University of Maine Graduate Catalog must be satisfied. Only credits earned at the post-baccalaureate level may be applied.

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. In addition the student must present a potential manuscript for publication, a research proposal, a professional survey report, or other advisory committee approved document used to assess success at peer-reviewed publication. 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.

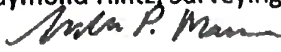
Submitted By:



Raymond Hintz, Surveying Engineering Technology Graduate Coordinator

08-17-23

Date



Will Manion, Director of School of Engineering Technology

8-22-23

Date

Approved By:



Giovanna Guidoboni, Dean

Maine College of Engineering and Computing

8-22-23

Date



Hannah Carter, Associate Provost

Division of Lifelong Learning

8-25-23

Date



Kody Varahramyan, Vice President for Research

And Dean of the Graduate School

10/18/23

Date

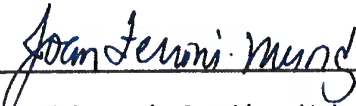


John Volin, Executive Vice President for Academic Affairs

And Provost

2/22/24

Date



Joan Ferrini-Mundy, President University of Maine

2/25/24

Date

Office of the Vice President
for Research and Dean of
the Graduate School



5703 Alumni Hall, Room 201
Orono, Maine 04469-5703
Fax: 207-581-1300
Tel: 207-581-1506
umaine.edu/research

October 18, 2023

5.1

To: John Volin, Ph.D.
Executive Vice President for Academic Affairs and Provost

From: Kody Varahramyan, Ph.D.
Vice President for Research and Dean of the Graduate School

Re: Proposal for a Doctor of Engineering program in Engineering Technology

At the first meeting of the Graduate Board on September 28, 2023, the members of the Board considered a proposal for a Doctor of Engineering in Engineering Technology to be offered through the University of Maine's School of Engineering Technology. The initial proposed concentration in this completely online doctoral program is in Surveying Engineering Technology building on a very successful online master's degree program in Surveying Engineering Technology.

The proposed doctoral program requires a total of 42 credits beyond the bachelor's degree, of which 15 credits including dissertation credits are core requirements. The remaining 27 credits would be selected from a list of courses that would satisfy the Surveying Engineering Technology concentration.

The Graduate Board unanimously approved this proposed degree program at its September meeting. Moreover, I do endorse and approve this proposal, and I am forwarding it to you for your review and further action.

Please feel free to contact me if I may address any questions related to this proposed professional degree program.

Attachment: *Doctor of Engineering in Engineering Technology proposal*

Office of the Vice President for Finance and
Administration & Chief Business Officer



5703 Alumni Hall, Suite 118
Orono, Maine 04469-5703
Tel: 207.581.1552
umbudget@maine.edu
umaine.edu

5.1

MEMORANDUM

January 12, 2024

TO: **John C. Volin**
Executive Vice President for Academic Affairs & Provost

FROM: **Kelly Sparks**
Vice President for Finance and Administration & Chief Business Officer

CC: **Kalyn Black**, Exec. Asst. to Executive VP for Academic Affairs & Provost
Corey Watson, Senior Financial Analyst

SUBJECT: **Fiscal Note: Online Eng.D. in Engineering Technology**

The Maine College of Engineering and Computing (MCEC) proposes an online doctoral program in Surveying Engineering Technology (SET), effectively expanding on the online master's degree program in SET. The proposed doctoral program anticipates a maximum enrollment of 10 doctoral students within the first four years of inception. As this program builds off the existing master's degree program in SET, the net new revenue associated with this program would be the incremental tuition of the additional 15 credit hours per student.

Revenues

At the estimated maximum program enrollment of 10 and an incremental 15 credit hours per student, we estimate tuition and fees to be \$106,875. Accounting for estimated tuition waivers and discounts of \$5,243, estimated net revenue for the Online Eng.D. in Engineering Technology at maturity is \$101,633.

Expenses

Based on the existing proposal, we are estimating online incremental expenses associated with advising doctoral students and serving on dissertation committees. We assume an additional compensation pool of \$18,750 plus fringe for this work. No other personnel or operating expenses are expected for offering this program. We include a \$8,906 budget for administrative and operational expenses across the institution associated with serving these students. The total projected expenses of this program are \$29,100.

Net Income

Based on projected revenues and estimated expenses, I believe the Online Eng.D. in Engineering Technology will generate incremental income of \$72,533 at its maturity based on current tuition and expenses. It is unlikely to cannibalize from existing programs, instead offering existing master's students a viable doctoral pathway to meet their career goals. It also assists with achieving both our MCEC goals under UMS TRANSFORMS and our R1 classification by increasing the availability of doctoral graduates at UMaine.

I have no hesitation about supporting this revenue-generating program and commend Dean Guidoboni and the MCEC faculty for their endorsement of this proposal. Please do not hesitate to let me know if you have any questions or concerns.

Program Name	Online Eng.D. in Engineering Technology
Unit - Select from List	MCEC

Tuition Category - Select from List	Grad - Online Engineering	
Estimated Maximum Program Enrollment	10	
Resident Type	Resident	6
	Non-Resident	4
FTE Rate	90%	

Revenues	
Tuition	104,850
Fees	2,025
Subtotal Tuition and Fees	106,875
Less Discounts and Waivers	(5,243)
Other Revenue	-
Total Revenue	101,633

Expenses

Personnel Expenses	
0 FT Faculty: Tenure/Tenure-Track	-
0 FT Faculty: Lecturer	-
0 PT Faculty: Adjuncts	-
0 Professional Staff	-
0 Classified (Hourly) Staff	-
Other Compensation	18,750
Student Wages	-
Total Salaries	18,750.00
FT Fringe Benefits	-
PT Fringe Benefits	1,444
Subtotal Compensation	20,194

Direct Operating Expenses	
Supplies & Services	-
Travel	-
Capital Equipment Expense	-
Library Acquisitions	-
Other Expenses	-
Subtotal Direct Expenses	-
Administrative/Operational Support	8,906
Total Expenses	29,100
NET INCOME/(LOSS)	72,533



Dianne Avery <diannea@maine.edu>

5.1

Fwd: FacSen Motion Passes - Eng. D in Surveying Engineering Technology

1 message

Gabriel Paquette <gabriel.paquette@maine.edu>

Wed, Feb 21, 2024 at 5:35 PM

To: Kalyn Black <kalyn.black@maine.edu>, Dianne Avery <diannea@maine.edu>, John Volin <john.volin@maine.edu>

We should touch base tomorrow on next steps (to get this to the President and then on to the VCASA/Chancellor). Attachment from Senate as well as message from MJ will need to form part of this.

Gabe

Gabriel Paquette

Associate Provost for Academic Affairs & Faculty Development
5703 Alumni Hall, Suite 201 | Orono, ME 04469
207.581.3477 | gabriel.paquette@maine.edu



----- Forwarded message -----

From: **MJ Sedlock** <mary.j.sedlock@maine.edu>

Date: Wed, Feb 21, 2024 at 3:21 PM

Subject: FacSen Motion Passes - Eng. D in Surveying Engineering Technology

To: Raymond Hintz <ray.hintz@maine.edu>, Will Manion <wmanion@maine.edu>, Gabriel Paquette <gabriel.paquette@maine.edu>

Cc: Amanda Klemmer <amanda.klemmer@maine.edu>

Hello,

I am pleased to report that the Faculty Senate has just voted to pass the attached motion, which indicates the Senate's approval of the proposal for an Eng.D degree program in Surveying Engineering Technology.

Best of luck with the rest of the approval process,

MJ

Mary Jean (MJ) Sedlock

she/her

Senior Lecturer, Production Manager, & Technical Director

School of Performing Arts | Theatre/Dance Division

College of Liberal Arts and Sciences

University of Maine

Orono, ME 04473

mary.j.sedlock@maine.edu

207-581-1767 (office)

Theatre/Dance Production Hub

**University of Maine Faculty Senate
Program Creation and Reorganization Review Committee (PCRRC)**

5.1

Motion to Approve the Eng.D in Surveying Engineering Technology Program Proposal

Background:

The PCRRC has reviewed the Program Proposal for a new Eng.D degree in Surveying Engineering Technology pursuant to the procedures outlined in the PCRRC manual and UM System BOT Policy 305, APL X-P.1

The PCRRC held a committee meeting to discuss the proposal. Following, members of the committee submitted additional feedback and questions via email to the PCRRC Chair. The input was summarized and forwarded to the proposal authors.

The proposal authors provided a written response to the PCRRC comments and questions, including descriptions of changes made to the proposal based on the feedback received.

The proposal was shared with Faculty Senators as part of the materials distributed for the February 7, 2024 Faculty Senate meeting. Senators were asked to send feedback and questions to the PCRRC Chair. No feedback was received.

A public meeting was held on February 14, 2024 to allow all members of the campus community the opportunity to comment on the proposal. No additional feedback was received at that time.

Motion:

Having had feedback and questions from the PCRRC addressed by the proposal authors, and having heard no objections to the proposal from Faculty Senators, nor at the public meeting on February 14, 2024, the Faculty Senate hereby moves to approve of the Maine College of Engineering and Computing's program proposal for a New Eng.D degree program in Surveying Engineering Technology.

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Informational Item: USM Program Name Change - B.S. in Recreation and Leisure Studies to B.S. in Therapeutic Recreation

Informational Item: USM Program Name Change - B.S. in Therapeutic Recreation

INITIATED BY: David M. MacMahon, Chair

BOARD INFORMATION: X

BOARD ACTION:

BOARD POLICY:

305.1 Program Approval, Review & Elimination Procedures

UNIFIED ACCREDITATION CONNECTION:

This change reflects our universities' collaborative strengthening of academic program name recognition and resultant marketing/recruitment opportunities.

BACKGROUND:

The University of Southern Maine Bachelor of Science in Recreation and Leisure Studies program has requested a program name change to the B.S. In Therapeutic Recreation. Originally, the B.S. in Recreation and Leisure Studies program, which was launched in 1979, had two concentrations: Community Recreation and Therapeutic Recreation. Over time, Therapeutic Recreation became the dominant program choice, and the Community Recreation option was eliminated. The proposed new name, the Bachelor of Arts in Therapeutic Recreation, simplifies the naming convention and is more recognizable in the market. No curricular modifications accompany this name change.

Attachment

[USM Program Name Change BS in Therapeutic Recreation](#)



**Provost and Vice President
for Academic Affairs**

Date: March 6, 2024

To: Jeffrey St. John, Vice Chancellor for Academic & Student Affairs

From: Georita M Frierson, Ph.D. Vice President of Academic Affairs
Portland Campus

Regarding: **Program Name Change: B.S. in Recreation and Leisure Studies to B.S. in Therapeutic Recreation**

The University of Southern Maine proposes to change the name of the B.S. in Recreation and Leisure Studies to the B.S. in Therapeutic Recreation, beginning September 1, 2024

- Current Program/CIP: Recreation and Leisure Studies, CIP: 51.2309
- Proposed Program/CIP: Therapeutic Recreation, CIP: Unchanged

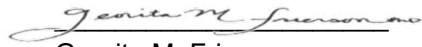
The rationale for this change is that Therapeutic Recreation is the only remaining concentration within Recreation and Leisure Studies (RLS), as part of the Department of Exercise, Health, and Sport Sciences (EHSS). In the recent past, RLS had two concentrations, however one of the concentrations (Community Recreation) was discontinued, leaving only Therapeutic Recreation. The feedback from high school counselors attending a weekend conference offered by Tourism and Hospitality, Recreation and Leisure Studies, and other University of Maine departments this past summer (July 2024) made clear recommendations: the attendees provided feedback on the confusion conferred by the current title; they offered that Therapeutic Recreation helped to clarify the actual intent of the major and career opportunities. The 1979/1980 USM Catalog notes the title of the major as Therapeutic Recreation.

There are currently 10 active students pursuing this program. Any student who graduates after the effective date of the name change to Therapeutic Recreation will graduate with that new name, regardless of their catalog year. The same plan applies for re-entry students. The Department will craft a communications plan, in partnership with the registrar's office, to begin disseminating this change to current students.

This proposed name change has been approved and is recommended by the Deborah Van Langen, Chair of Exercise Science, Holly Bean, the Director of Recreation and Leisure Studies, Dean Jeremy Qualls at the College of Science Technology and Health and myself.

P.O. Box 9300, Portland, Maine 04104-9300
PHONE (207) 780-4485, FAX (207) 780-4060, TTY (207) 780-4930
usm.maine.edu/provost
A member of the University of Maine System

Approved by:



Georita M. Frierson
Provost and Vice President of Academic Affairs

3/05/2024

Date

6.1

Attachments:

1. Change Proposal
2. Supporting materials
3. Clarifications from Department via email

UNIVERSITY OF MAINE SYSTEM FORMAT FOR NEW PROGRAM PROPOSALS

A transmittal letter indicating support for the proposal signed by the appropriate division chair, dean, provost, and the president will need to accompany the program proposal for full consideration.

- I. Full program title
 - Major title change from Recreation and Leisure Studies to Therapeutic Recreation
 - II. Program objectives
 - This proposal is not for a new concentration, but for a change of title for the major from Recreation and Leisure Studies to Therapeutic Recreation. Curriculum remains as currently disseminated with no changes.
- a. Narrative description of program rationale.
- The University of Southern Maine, Recreation and Leisure Studies, with a concentration in Therapeutic Recreation is the only UMaine university that offers a bachelor's of science degree in Therapeutic Recreation. However, Recreation and Leisure Studies (RLS), as part of the Exercise, Health, and Sport Sciences (EHSS) Department does not clearly denote the degree completion title of Therapeutic Recreation. In the recent past, RLS had two concentrations, however one of the concentrations (Community Recreation) was discontinued, leaving only Therapeutic Recreation. The current title of the major has brought confusion from area high school counselors who work to guide high school juniors and/or seniors to career goals and higher education pursuits. The feedback from high school counselors attending a weekend conference offered by Tourism and Hospitality, Recreation and Leisure Studies, and other University of Maine university departments this past summer (July 2024) hosted by the University of Southern Maine made clear recommendations. The attendees provided feedback on the confusion conferred by the current title of Recreation and Leisure Studies. This title, as it stands, does not clearly state what the degree has to offer as far as a career. Nursing students understand they will become nurses, engineering students realize the goal of being engineers. The attendees also offered that Therapeutic Recreation helped to clarify the actual intent of the major and career opportunities. 1979/1980 USM Catalog notes the title of the major as Therapeutic Recreation.
 - RLS curriculum committee voted to move forward with the major title change to Therapeutic Recreation. The Department of Exercise, Health and Sport Sciences voted to accept this change and allow the process to move forward. (https://usm.maine.edu/academics/academic_programs/recreation-and-leisure-studies-therapeutic-recreation-concentration/)
 - Support has been provided by Meghan Cadwallader and area colleagues in the field of Therapeutic Recreation.
 - The name change will not affect the current students and there will not be a change in curriculum.

- b. General program goals (limit to 3-5 major items maximum).
- The major's goals will remain the same, as our degree program is overseen by the National Council of Therapeutic Recreation Certification (NCTRC). This organization provides the criteria that our students must successfully complete in order to sit for the national certification of Certified Therapeutic Recreation Specialist (CTRS). Our curriculum is designed to meet this criteria.

c. Specific student learning outcomes or behavioral objectives (limit to 5-8 items, written for public accountability)

- Outlined on each REC syllabi are the goals/objectives that NCTRC requires students to complete to sit for the national certification. Transparency in why we are teaching what we instruct on and how the student will utilize this information is clearly stated. For instance, REC 324 Inclusive and Special Recreation lists the learning objectives and how this course fulfills NCTRC requirements is noted on the syllabus as follows:

Learning Outcomes

Upon successful completion of this course the student should meet the following course learning objectives that are associated with the knowledge areas outlined by the *National Council for Therapeutic Recreation Certification* (NCTRC). Job Tasks (JT) are those areas of the certification that provide a benchmark for the emerging and practicing professional to routinely monitor the job performance as it incorporates the Job Knowledge (JK) categories.

The student will learn,

- Information that is critical to providing best-practice approaches to all consumers of recreation services
- The rationale for providing services in various recreation and recreation-related settings for all populations, ages and diverse backgrounds with a focus on disability.
- Moral and legal issues in service provision.
- Aspects of disability awareness and the history of the field of disability.
- How to conduct a park accessibility assessment, develop a program brochure and a comprehensive program (activity) plan.
- How to engage as a member of a working group (*Study Buddies*).
- How to use critical thinking skills and problem-solving abilities.

Course Objectives The student will be able to:	NCTRC Knowledge Areas Job Tasks (JT) /Job Knowledge (JK)
1. Discuss the philosophical foundations, historical perspective, rationale and antecedents of services for people with disabilities and diverse backgrounds.	Awareness/Advocacy (JT), Foundational Knowledge (JK), Advancement of Profession (JK)
2. Demonstrate an understanding of the roles, functions, and responsibilities of personnel who provide recreation services to people with disabilities, including advocacy, for human rights and services.	Professional Relationships/Responsibilities (JT), Manage TR/RT Services (JT), Awareness/Advocacy (JT), Foundational Knowledge (JK), Administration (JK), Advancement (JK)

3. Explain the social issues and trends and how they affect services for people with disabilities.	Assessment (JT) Functional Knowledge (JK)
4. Demonstrate an understanding of the methodologies, including planning and techniques such as facility operations used in the development and delivery of community-based services for individuals with disabilities.	Professional Relationships/Responsibilities (JT), Assessment (JT), Play Interventions/Programs (JT), Implement Interventions (JT), Evaluate Outcomes (JT), Document Intervention Services (JT), Development/Maintain Programs and Manage TR Services (JT)
5. Discuss the societal attitudes and stigmas pertaining to people with disabilities and diverse backgrounds.	Awareness/Advocacy (JT), Foundational Knowledge (JK)
6. Demonstrate a proficiency in inclusion and adapting recreation programs and activities for a diverse population that consists of the following: <ul style="list-style-type: none"> • Apply concepts and methods of parent/consumer involvement in recreation programming planning. • Critically examine major issues, problems, and solutions in relation to recreation programs for people with disabilities. • Discuss legislation as it relates to individuals with disabilities and access in the context of community living, leisure, and recreation. • Identify what types of national policies and laws promote access. • Identify and discuss barriers to recreation for persons with disabilities and how these can be remedied. 	Develop/Maintain Programs (JT), Assessment Process (JK), Treatment Teams/Service Providers (JT), Assessment (JK), Development/Maintain Programs (JT), Management TR/RT Services (JT), Foundation Knowledge (JK), Assessment Process (JK), Administration (JK)

III. Evidence of program need must include appropriate documentation for the following:

a. Results of the detailed market analysis findings conducted in consultation with campus or UMS institutional researchers;

- A market analysis was not conducted. Input was provided by CTRS colleagues in the field, from the RLS curriculum committee, the EHSS Department, feedback from Maine high school counselors, USM Admissions, USM professional advisors, and Meghan Cadwallader, the Director of Educational Partnerships at USM.

c. Educational, economic and/or social needs;

- Educational needs include offering an accurate description of the major. This segues into economic needs, students earning a degree in this major need to understand what career options are available upon graduation. Social needs by changing the title of the major include advocating for our profession by aligning with other Therapeutic Recreation professionals.
- c. Indicators of workforce demand for graduates, e.g., Burning Glass analysis with workforce projections, programmatic requests from potential employers, Maine Department of Labor findings, etc.
- The Bureau of Labor, Occupational Outlook Handbook (<https://www.bls.gov/ooh/healthcare/recreational-therapists.htm>) describes Therapeutic Recreation and the workforce outlook as:

OCCUPATIONAL OUTLOOK HANDBOOK

Recreational Therapists

Summary



What Recreational Therapists Do

Recreational therapists plan, direct, and coordinate recreation-based medical treatment programs for people with disabilities, injuries, or illnesses.

Work Environment

Recreational therapists work in a variety of settings, including hospitals, nursing homes, and government parks and recreation departments. Most work full time.

Quick Facts: Recreational Therapists	
<u>2022 Median Pay</u>	\$51,330 per year \$24.68 per hour
<u>Typical Entry-Level Education</u>	Bachelor's degree
<u>Work Experience in a Related Occupation</u>	None
<u>On-the-job Training</u>	None
<u>Number of Jobs, 2022</u>	16,800
<u>Job Outlook, 2022-32</u>	4% (As fast as average)
<u>Employment Change, 2022-32</u>	600

How to Become a Recreational Therapist

Recreational therapists typically need a bachelor's degree to enter the occupation. Many employers require them to be certified.

Pay

The median annual wage for recreational therapists was \$51,330 in May 2022.

Job Outlook

Employment of recreational therapists is projected to grow 4 percent from 2022 to 2032, about as fast as the average for all occupations.

About 1,300 openings for recreational therapists are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire

(<https://www.bls.gov/ooh/healthcare/recreational-therapists.htm>).

IV. Program Overview. The opening paragraph will indicate the holistic nature of the program design in narrative form with attention to such items as listed below but not limited to these:

- a. Outline of required and/or elective courses (not syllabi);
 - The current required and elective courses do not change.
- b. Development of new courses and/or what they may displace;
 - The RLS curriculum department meets regularly to discuss this topic. All new course or minor suggestions will go through the Csth and UCC proposal pathway.
- c. Type of research activity, if any, in program design;
 - Program design is led by NCTRC and their requirements for students to earn the national certification.

- Research consists of evidence-based interventions, assessments, documentation, planning the intervention, and evaluating the efficacy of said interventions. Interventions include programming for specific, measurable outcomes (i.e. decrease isolation, decrease depression, increase socialization, increase leisure education resources, utilizing recreation to increase self-efficacy and self-esteem, increase quality of life, etc.).

d. Nature of experiential learning opportunities for students (e.g., independent study, clinical experience, research experience, apprenticeship, field practicums, etc.)

- Students currently are required to fulfill experiential learning. Experiential learning takes place at the 100/200 course level of 10 hours of observational learning at various agencies that offer Therapeutic Recreation. Students in 300 level classes are required to complete a 25-hour practicum. REC 495, Internship, requires students to complete a 560 hour, 12 credit, one semester, internship under a CTRS with the demographic of their choice (i.e. geriatrics, children, co-occurring, behavioral, etc.). Independent studies have been created as needed by students or dictated by the Dean's Office. RLS also partners with the Office of Prior Learning to assist students in their graduation pursuit.

e. Impact of program on existing programs on both the home campus and other UMS campuses. Describe similar programmatic offerings in the UMS and the extent to which collaboration in multi-campus delivery of the program is possible.

- There are no intentional impacts on existing programs at USM and/or UMS. Currently, collaboration is being undertaken with all six UMS universities in the creation of THOR, Tourism, Hospitality, and Outdoor Recreation. This collaboration offers our students the ability to take electives at other campuses throughout UMaine System.

f. A statement on the extent to which the program would be appropriate for online and hybrid delivery;

- The content of our program is currently delivered online, in person, and hybrid. Hyflex options are being considered.

g. A consideration of ways the program could lend itself to the delivery of micro-credentials (e.g. certificate, digital badge, or other derivative, or stackable credentials that could lead to a degree) tied to specific skill sets and competencies.

- Therapeutic Recreation requires students to obtain CPR certification. At the student's prerogative, they are able to sit for a myriad of certifications including the Certified Therapeutic Recreation Specialist, dementia specialist, Ed Tech, etc.).

V. Program resources

a. Personnel.

i. Vita of existing faculty who will assume major role for program to be included in appendix; need for new faculty;

ii. Specific effect on existing programs of faculty assignments to new program, with a description of necessary faculty workload adjustments.

b. Current library acquisitions available for new programs.

c. New equipment necessary for new program and plan for its acquisition and implementation (should be included in the 5-year business plan described below).

d. Additional space requirements, if any, including renovations (costs of renovations should

be included in the 5-year business plan described below).

e. Extent of cooperation with other programs, both on the initiating campus and other campuses.

- The major has existed since 1979/1980 at USM. There are no new needs currently.

VI. Total financial consideration

a. Work with UMS or campus IR, Enrollment Managers, and others to develop five-year business plan that includes annual enrollment projections with the resulting revenue projection versus all anticipated costs/expenditures.

- Provide detailed information on costs for each year of the business plan,

e.g.,

- personnel costs (including employee benefits);
- additional administrative and/or support costs;
- equipment and facility costs;
- additional library;
- required marketing expenses.

- Provide detailed projections on all sources of revenue for each year of the business plan, e.g.,

- tuition and/or fee income;
- grant and/or contract support;
- other philanthropic support;
- to what extent are public-private partnerships a possibility and/or appropriate to support the proposed program?

- RLS currently partners with over 50 area agencies within Maine and throughout the USA. We will continue to grow our community partnerships.

b. If costs exceed revenue, describe how such costs are to be accommodated in the appropriate academic budget(s) for each year of the 5-year business plan.

- N/A

c. Identify existing sources of funding to support the program; if funding is outside the E & G budget, identify the source(s) and the plan for when and how these resources become part of the E & G budget.

- d. Should this program be considered for differential tuition? If yes, describe the rationale.

VII. Program assessment and evaluation

a. Describe the assessment methodology(ies) that will be used to evaluate the student learning outcomes identified in IIc above, with particular emphasis on how such data will be used to improve the program.

- Student evaluations include tests, presentations, research, and ultimately passing the national certification exam. RLS requires students to hold a 2.5 GPA. All required courses need to be passed with a C- or better.

b. The program will become part of the Programs for Examination annual process upon completion of its third full year to allow for capturing a three-year average of metrics for review.

- We will continue with the current plan. Changes needed will be reviewed by our department and will go through the appropriate channels.

Academic Affairs. Revised – September 19, 2019

3/6/24, 8:54 AM

University of Maine System Mail - RLS name change to TR



Debra Morris <debra.morris@maine.edu>

RLS name change to TR

Holly Bean <hypbean@gmail.com>

Fri, Mar 1, 2024 at 7:55 AM

To: debra.morris@maine.edu, "georita.frierson@maine.edu" <georita.frierson@maine.edu>, Deborah Van Langen <deborah.van1@maine.edu>, Chris Maher <cmaher@maine.edu>, Karin Pires <karin.pires@maine.edu>

6.1

Good Morning:

I am including all in this email. Debra, very nice to meet you. I am the director for Recreation and Leisure Studies. Your question regarding the CIP code is indeed one for the registrar - Karin Pires, who is also included in this email. I am not aware of the parameters for a name change to a program and the effect on the CIP code. Karin, could you please weigh in? Thank you.

The name change is requested to help future students understand what the career, the outcome of a four year academic career at USM would provide. Our students graduate with jobs after their 560 hour, 14 week, 12 credit internship at a community agency as a Therapeutic Recreation Specialist. The curriculum in our department aligns with the National Council for Therapeutic Recreation Certification (NCTRC), a national certification program solely for Therapeutic Recreation. Our program title currently is ambiguous and most school counselors, who are the target of my marketing strategies, do not know what it means and how to propose it to their students looking for academic guidance. USM is the only university in Maine that offers a major in Therapeutic Recreation and it is important to showcase this.

I hope this information helps. Please don't hesitate to contact me with any questions you may have.

Sincerely,

Holly

Holly J. Bean, PhD, LCPC, CTRS

University of Southern Maine

EHSS/RLS Director of Recreation and Leisure Studies

Portland, ME

Office (207) 780-4646

Website: <https://usm.maine.edu/department-exercise-health-sport-sciences/>



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UMS Academic and Student Affairs

Estabrooke Hall
Orono, ME 04469

207-581-5842

6.1

Date: March 26, 2024

To: Jacqueline Edmondson, President
University of Southern Maine (USM)

Georita Frierson, Provost
University of Southern Maine (USM)

From: Jeffrey St. John, VCASA } §
The University of Maine System (UMS)

Regarding: Program Name Change – B.S. in Therapeutic Recreation

The Chief Academic Officers Council (CAOC) reviewed the request submitted on March 21, 2024 by the University of Southern Maine for the name change from the B.S. in Recreation and Leisure Studies to the B.S. in Therapeutic Recreation. The CAOC was supportive of this request, I support and approve this name change

This memo serves as formal approval of the program name change to B.S. in Therapeutic Recreation, effective April 1, 2024.

Please let me know if you have questions.

Maine's Public Universities

University of Maine • University of Maine at Augusta • University of Maine at Farmington
University of Maine at Fort Kent • University of Maine at Machias • University of Maine at Presque Isle
University of Maine School of Law • University of Southern Maine

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Tenure at Time of Hire, Associate Professor in the Department of Molecular and Biomedical Sciences, UM

INITIATED BY: David M. MacMahon, Chair

BOARD INFORMATION: **BOARD ACTION:** X

BOARD POLICY:

Board Policy 310: Tenure

UNIFIED ACCREDITATION CONNECTION:

NA

BACKGROUND:

The University of Maine has requested that Dr. Gregory Cox be awarded tenure at the rank of Associate Professor in the Department of Molecular and Biomedical Sciences within the College of Earth, Life, and Health Sciences at the University of Maine, effective January 2, 2024, in accordance with Board of Trustee Policy 310. Dr. Cox's credentials have been reviewed by the faculty of the Department of Molecular and Biomedical Sciences at the University of Maine and received their full support.

TEXT OF PROPOSED RESOLUTION:

That the Academic and Student Affairs Committee forwards this item to the May 19-20, 2024 Board of Trustees meeting for approval of the following resolution:

That the Board of Trustees accepts the recommendation of the Academic & Student Affairs Committee and approves tenure at time of hire, Associate Professor in the Department of Molecular and Biomedical Sciences with tenure to be effective January 2, 2024.

