



**Graduate Board
Special Meeting
Thursday, May 8, 2025
Zoom only**

[Join Zoom Meeting](#)

ID: 84852613288

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12:30-1:30 pm

AGENDA

1. New academic program proposals
 - Substantive change proposal for the dietetic internship option in Food Science and Human Nutrition
 - 4+1 proposal for the dietetic internship option in Food Science and Human Nutrition
 - Proposal for a new concentration for the PhD in Education in Education, Schools, and Communities
2. Resolution on collective bargaining negotiations (redux)
3. Proposed language related to the personal statement in the Graduate School application
4. Items arising

Proposal to Update the Combined Master's and Dietetic Internship to an Online Program

Submitted by: Kayla Parsons (kayla.l.parsons@maine.edu); Director of the Dietetic Internship,
UMaine School of Food and Agriculture

Date: April 15, 2025



Kayla Parsons, Dietetic Internship Director, School of Food and Agriculture

A. Program objectives and content:

The M.S. program in Food Science and Human Nutrition has an unfilled capacity in the Dietetic Internship concentration, an accredited program with the Accreditation Council for Education in Nutrition and Dietetics (ACEND). The program is approved for ten students, and filling this class has been increasingly challenging. The 2024 class consists of nine students; the class of 2025 has seven students. With declining undergraduate enrollments nationally, and a requirement for credentialing as a Registered Dietitian (RD) now including a graduate degree in addition to the accredited dietetic internship, the length and cost of pursuing the RD credential have been a deterrent to attracting and retaining our undergraduates for the B.S. in Food Science and Human Nutrition. In addition, increased competition for students in graduate programs in nutrition has affected applications to the M.S. program at the University of Maine, making it challenging to fill the graduate class. Increasingly, post-secondary student bodies are composed of individuals from diverse backgrounds across a wide range of ages and life circumstances.

We propose to move the current combined master's degree in food science and human nutrition and dietetic internship (MS/DI) coursework to an online modality. Supervised practice will remain in-person. This will expand the program's accessibility and reach by allowing individuals from diverse backgrounds and out-of-state students to complete the degree online at a competitive cost (\$608 per credit hour as compared to \$1,696 for out-of-state tuition). All of the required classes for the proposed online modality are already offered as part of our online concentration in Human Nutrition and Food Technology, creating no additional course burden for instructors.

Additionally, we aim to revise the current requirement of 34 credits to 30 credits. This change will make our MS/DI program more competitive with programs across the country, and align credit totals with the other concentrations in our M.S. program.

B. Program need:

The U.S. Bureau of Labor Statistics indicates that the national employment of registered dietitians is projected to grow 7% from 2023 to 2033, which is faster than the average for all other occupations. Likewise, the Center for Workforce Research and Information in Maine anticipates an upward trend in employment for dietitians and nutritionists. The U.S. Bureau of Labor Statistics projects approximately 20 annual job openings for dietitians and nutritionists in Maine, with total employment expected to reach 280 positions by 2026. The University of Maine's Dietetic Internship (DI) program maintains strong, well-established partnerships with qualified preceptors and diverse internship sites across the state. This advantage, in addition to our comprehensive coursework, has contributed to high passage rates (>95%) on the National Registration Exam. Transitioning UMaine's MS/DI to an online modality will assist in meeting the increased needs for the dietetic profession with highly qualified individuals.

C. Differentiation from similar existing UMS programs or how programs complement each other:

Several degree-related and certificate programs exist at the graduate level for the School of Food and Agriculture (SFA). Students can receive graduate certificates online in human nutrition and food technology. Additionally, many students across the U.S. and other nations have successfully completed our online M.S. concentration in Food Science and Human Nutrition. UMaine's MS/DI program is uniquely accredited by ACEND, complementing the previously established online food and nutrition programming and creating a more accessible pathway for dietetic students interested in completing the National Registration Exam for dietitians.

D. Availability of resources and finances for sustainable program support:

Almost all courses required for the program are already available online. The dietetic internship courses (FSN 650 and FSN 652) will transition to a fully online modality, and the dietetic internship (associated course FSN 681) will remain in-person to allow dietetic interns to participate at preceptor sites. Thesis credits may be completed on or off campus. The change in modality and reduction of credits from 34 to 30 does not increase the current commitment of faculty teaching FTEs.

E. Outline of future program evaluation process:

Since this is a different modality rather than a new degree, no separate evaluation process is required. The success of the dietetic internship is already reviewed as part of regular program assessments, including the annual ACEND reporting. Additionally, the dietetic internship undergoes external review through ACEND every seven years for accreditation.

F. Accommodations for diverse accessibility needs under the Americans with Disabilities Act (ADA):

Proposal to Update the Combined Masters and Dietetic Internship to an Online Program
Prepared by Kayla Parsons (April 15, 2025)

Faculty teaching in the M.S. for food science in human nutrition, as well as the dietetic internship courses, ensure accessibility accommodations in collaboration with Student Accessibility Services. Courses are designed to meet the needs of students with hearing and vision impairments.

G. Input from UMaine DLL

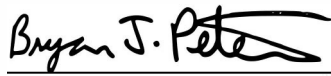
We aim to work closely with DLL for program implementation and recommendations. We have received input on April 7, 2025: “The DLL and UMaineOnline team is here to support you and the program.” We are scheduled to meet with DLL to review further details on April 22, 2025. A summary of this meeting will be provided upon request.

H. Documentation of the University’s approval process, including letters of support from the University President and Provost:

I. Pro Forma statement:

Proposal to Update the Combined Masters and Dietetic Internship to an Online Program
Prepared by Kayla Parsons (April 15, 2025)

Signatory Page



04.22.25

Bryan Peterson Interim Director, School of Food and Agriculture



Apr 28, 2025

Diane Rowland Dean, College of Earth, Life, and Health Sciences

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

DLL (if online program)

OVPRDGS

Provost






CORRECTED - MS_DI Online Proposal

Final Audit Report

2025-04-28

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**Proposed Accelerated Program in Food Science and Human Nutrition
B.S., Human Nutrition and Dietetics (HND) Concentration to
M.S. in Food Science & Human Nutrition, Dietetic Internship Concentration**

**Application to create an accelerated degree in
Food Science and Human Nutrition**

The M.S. program in Food Science and Human Nutrition has an unfilled capacity in the Dietetic Internship (D.I.) concentration, an accredited program with the Accreditation Council for Education in Nutrition and Dietetics (ACEND). This track provides eligibility for credentialing as a Registered Dietitian Nutritionist (RD). The Dietetic Internship concentration is approved for ten students, and filling this class has been increasingly challenging. The 2024 class consists of nine students; the class of 2025 has seven students.

The undergraduate program in Food Science and Human Nutrition (HND concentration) is also ACEND-accredited, allowing students to attend the M.S./D.I. at the University of Maine. Declining undergraduate enrollments nationally and new eligibility requirements have made the length of time and cost to pursue the R.D. credential a deterrent to attracting and retaining our undergraduates, which affects the M.S. degree enrollment. **To address these challenges, we propose this new combined degree program for an accelerated pathway from B.S. to M.S. degree.**

All required classes for the proposed new options are already offered as part of our online concentration in Human Nutrition and Food Technology, creating no additional instructor burden. This application includes plans for both a Non-Thesis Accelerated program, and a Thesis Accelerated option to be added to the Dietetic Internship concentration. These options are reflective of traditional Four + One and Four + Two programs, respectively. Of note, each year, between 25% and 40% of students in the Dietetic Internship concentration choose to complete a thesis.

The curriculum can feasibly be completed in 16 months following matriculation in the master's program as a non-thesis student or 18 months following matriculation as a thesis student. The required classes are already offered every year. Four to five graduate classes are available online each semester, including Summer University. The Dietetic Internship concentration requires a seven-month (1072 contact-hour) supervised practice mandated by ACEND, thus, the proposed accelerated program option must be slightly longer than a typical 15-month Four + One program.

Students will be admitted conditionally to both the M.S. and the Dietetic Internship during the fall of their junior year. Students who have completed at least 60 but not more than 100 credit hours applicable towards graduation may indicate interest in the accelerated thesis or non-thesis program by directly contacting the Food Science & Human Nutrition Graduate Coordinator and the Dietetic

Proposed on 4-15-25

Proposed Accelerated Program in Food Science and Human Nutrition
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Internship Director. After provisional acceptance, students will be required to apply to the Graduate School during their senior year. To be admitted, students must have a GPA of 3.0 or higher to double-count graduate courses towards both their undergraduate and graduate degree programs. A committee is to be created to assess applicants and advise on admission. The faculty advisor or graduate coordinator must work with the student to create a Program of Study that leads to graduation within 16 or 18 months after matriculation in the master's program to double-count the credits. The Program of Study and the provisional admission will be communicated to the Graduate School, and the student must formally apply through the Graduate School during the senior year for admission to the M.S. program.

During the junior and senior years, provisionally admitted students will take up to 9 credits of graduate-level courses toward the master's degree. Joint credits to be taken as an undergraduate will include **FSN 501 Advanced Human Nutrition** (instead of FSN 410 Human Nutrition and Metabolism), **FSN 506 Nutritional Assessment**, and **FSN 543 Communications in Human Nutrition and Food Technology**. Courses must be part of the student's Program of Study.

Upon graduation with a bachelor's degree with satisfactory performance in courses taken as an undergraduate (defined as 3.0 cumulative GPA and no grade below "B" in the courses to be double counted for the master's degree), the student may be formally matriculated into the master's program. Students who meet these requirements must matriculate in their master's program within 3 months after receiving their bachelor's degree to use the joint credits. Under extraordinary circumstances, a student may petition to delay matriculation for up to 12 months. Credits to be used towards both the B.S. and M.S. degrees will be transferred after successful completion of the master's degree within 16 months of admission (non-thesis) or 18 months (thesis).

Proposed Accelerated Program in Food Science and Human Nutrition
B.S., Human Nutrition and Dietetics (HND) Concentration to
M.S. in Food Science & Human Nutrition, Dietetic Internship Concentration

Bachelor of Science in Food Science and Human Nutrition
Human Nutrition and Dietetics Concentration Requirements

First Year - Fall		First Year - Spring	
BIO 100 - Basic Biology	4	BIO 208 - Anatomy and Physiology	4
ENG 101 - College Composition	3	CMJ 103 - Public Speaking	3
FSN 101 - Introduction to Food and Nutrition	3	FSN 103 - Science of Food Preparation	3
ELH 117 - First-Year Success Seminar	1	FSN 104 - Science of Food Preparation Laboratory	1
PSY 100 - General Psychology	3	MAT 116 - Introduction to Calculus	3
General Elective	1	Or- MAT 122 - Pre-Calculus Or MAT 126 - Calculus	4
Second Year - Fall		Second Year - Spring	
BMB 207 - Fundamentals of Chemistry	3	BMB 240 - Microbiology for the Professional Nurse	3
BMB 209 - Fundamentals of Chemistry Laboratory	1	ENG 201 Strategies for Writing Across Contexts	3
or		FSN 265 - Applications of Nutrition Principles	3
CHY 121 - Introduction to Chemistry	3	FSN 290 - Career Pathways Human Nutrition and Dietetics	1
CHY 123 - General Chemistry Laboratory I	1	General Elective	3
FSN 270 - World Food and Culture	3	General Education: Ethics	3
FSN 330 - Introduction to Food Science	3		
FSN 340 - Food Processing Lab	1		
General Education: Artistic and Creative Expression	3		
Third Year - Fall		Third Year - Spring	
BMB 221 - Organic Chemistry	3	BMB 322 - Biochemistry	3
BMB 222 - Laboratory in Organic Chemistry	1	FSN 406- Nutritional Care of Older Adults	1
or		FSN 430 - Counseling and Diet Therapy	3
CHY 251 - Organic Chemistry I	3	NUR 303 - Pathophysiology	3
CHY 253 - Organic Chemistry Laboratory I	2	PSY 241 - Statistics in Psychology	4
FSN 202 - Foodservice Management	3	or	
FSN 230 - Nutritional and Medical Terminology	1	STS 132 - Principles of Statistical Inference	3
FSN 301 - Life Cycle Nutrition	3	FSN 543 – Communication in Human Nutrition and Food Technology	3
FSN 305 - Foods Laboratory	1		
Fourth Year - Fall		Fourth Year - Spring	
ECO 154 - Small Business Economics and Mgt.	3	FSN 401 - Community Nutrition	4
FSN 396- Field Experience	1	FSN 420 - Medical Nutrition Therapy II	4
FSN 410/501 - Human Nutrition and Metabolism/Advanced Human Nutrition	3	FSN 506 – Nutritional Assessment	3
FSN 412 - Medical Nutrition Therapy I	3	Electives	3
General Education: Western Cultural Tradition	3		
General Elective	3		

**Proposed Accelerated Program in Food Science and Human Nutrition
B.S., Human Nutrition and Dietetics (HND) Concentration to
M.S. in Food Science & Human Nutrition, Dietetic Internship Concentration**

Master of Science in Human Nutrition, Dietetic internship Concentration

Proposed outlines are based on previous proposals in which the program shifts to 30 credits and is completely online. Additional aspects include counting FSN 543 towards seminar credits and counting FSN 524 towards both lecture credits and the required statistics course. Also of note, internship courses (FSN 681) will have the same cost as an online graduate course.

Table 1. Proposed Outline for the Dietetic Internship Accelerated *Non-Thesis* Graduate Program

Fall - Fifth Year	
FSN 540, Advanced Clinic Topics	3
FSN 650, Dietetic Internship Orientation and Application	2
FSN 524 or FSN 500-600 level	3
Spring - Fifth Year	
FSN 681, Dietetic Supervised Practice	5
FSN 652, Dietetic Internship Evaluation	1
Summer - Fifth Year	
FSN 681, Dietetic Supervised Practice	1
Fall - Sixth Year	
FSN 500-600 level	3
Statistics or FSN 500-600 level	3
<i>Total Credits</i>	30^a

^aIncluding 9 credits from the undergraduate career.

**Proposed Accelerated Program in Food Science and Human Nutrition
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M.S. in Food Science & Human Nutrition, Dietetic Internship Concentration**

Table 2. Proposed Outline for the Dietetic Internship Accelerated *Thesis* Graduate Program

Fall - Fifth Year	
FSN 540, Advanced Clinic Topics	3
FSN 650, Dietetic Internship Orientation and Application	2
^{1,2} FSN 524, or EHD 573, or statistics equivalence	3
Spring - Fifth Year	
FSN 699, Graduate Thesis, Research	6
Summer - Fifth Year	
FSN 681, Dietetic Supervised Practice	1
Fall - Sixth Year	
FSN 681, Dietetic Supervised Practice	5
FSN 652, Dietetic Internship Evaluation	1
<i>Total Credits</i>	30^a

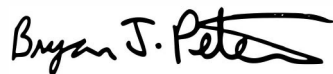
^a: Including 9 credits from the undergraduate career.

¹: FSN 524, Responsible Design, Conduct and Analysis of Research (3) will count as both statistics, responsible conduct of research, and elective credit.

²: Students are not required to take summer courses, but will be highly encouraged to complete this class during the summer, if possible, to avoid burnout.

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Signatory Page



04.22.25

Bryan Peterson Interim Director, School of Food and Agriculture



Apr 28, 2025

Diane Rowland Dean, College of Earth, Life, and Health Sciences

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

DLL (if online program)

OVPRDGS

Provost

Proposed on 4-15-25






Accelerated Program in FSN_HND_Proposal

Final Audit Report

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Overview:

We propose adding a new subplan/**concentration** in Education, Schools, and Communities to the Literacy, Prevention & Intervention, Special Education, and STEM Education concentrations in the education Ph.D. program.

Core Elements:

Foundation
 Research Core
 ESC Core
 Electives from other concentrations
 (Literacy, SPED, & STEM)
 Comprehensive Exam
 Research Component
 Dissertation

Need:

The University of Maine serves a rural state as the flagship research institution. Our current doctoral offerings in education focus narrowly on subject matter expertise. This new concentration better meets the needs of preparing scholars in a rural state and with a rural focus by expanding its scope and drawing from the existing offerings and expertise in the college. We hear from a number of practitioners inside and outside of the classroom who are interested in research focused doctoral work, but do not seek a subject specific focus. In order to meet the needs of a geographically diverse state with a growing population of immigrants and refugees, we need a more interdisciplinary approach within the college of education and human development. In a place like Maine where communities are often disconnected and resources can be scarce, innovation that draws from collaborations between institutions, organizations, and disciplines is necessary. Schools in rural settings can and should serve as community hubs, this concentration focuses on that intersection between education as an institution, the organization of schools, and the communities in which they are located.

This new subplan/**concentration** would serve primarily part-time, practice-oriented audiences and students interested in curriculum and instruction, informal education, or who don't find another ready home in our doctoral programming. The ESC Ph.D. will prepare practicing teachers and leaders who can lead systemic change in educational and community settings and promote equitable opportunities for children, adolescents, and adults. This will support innovation and greater collaboration both within the college and within schools and communities across Maine.

The benefit to COEHD/University:

- In the COEHD we currently have small Ph.D. programs that address specialized areas in a small college with limited resources. We tend to have small class sizes with inconsistent enrollment and the broader scope of this concentration would attract students with a broader range of academic and practitioner-focused interests. This concentration would reach a broader audience and support ongoing enrollment in our foundation's coursework.
- The new concentration would support greater collaboration between faculty and students in distinct program areas
- We would create a few new concentration courses that would serve as electives for other program areas
- The new concentration would support R1 status indicators
- The new concentration would increase research activity

Objectives:

- Prepare educators and community service providers to assume leadership positions in school and community agencies.
- Prepare students to teach, lead, and conduct research in P-12 schools, community, or higher education settings, particularly those serving rural communities.
- Offer coursework through distance modalities, making it accessible to students throughout Maine and beyond, including those in remote rural areas.
- Address the educational needs of working professionals seeking part-time doctoral preparation.
- Provide hands-on experience in grant writing and project management.
- Create a flexible program that builds on the COEHD's existing graduate coursework and Ph.D. programs, with the intent of growing and stabilizing enrollment across doctoral programs.

In summary, the proposed Ph.D. subplan/**concentration** in ESC will attract new students with a strong professional commitment and previous accomplishments that will enhance the R1 status and the doctoral degree-granting mission of the University of Maine. The program will benefit from and contribute to the College and university's vibrant research community.

Academic Coursework: The curriculum consists of 15 required foundational course credits, 12 required research core credits plus a research elective, 9 required program core credits, and two interdisciplinary elective credits combined with comprehensive exams, responsible conduct of research, a research practicum, and a dissertation.

Plan of Study/ Course List:

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	Projected date	Date Completed	Grade
Research Prerequisite: EHD 510 Introduction to educational research (3 credits)			
INT 601: Responsible Conduct of Research			
Foundation courses (15 credits)			
EHD 690: Doctoral Proseminar			
EHD 660: History of American Education			
EHD 661: Sociology Context of Education			
EHD 662: Philosophy of Education			
EHD 621: Educational Psychology			
Research Core (15 credits)			
EHD 573: Statistical Methods in Education I			
EHD 574: Statistical Methods in Education II			
EHD 571: Qualitative Research: Theory, Design, Practice			
EHD 572: Adv Qualitative Research: Methods and Analysis			
Research Methods Elective			
Program Core (9 credits)+ Interdisciplinary Elective (6 credits)			
EHD 690: Critical Theory in Education			
EHD 690: Space, Place, and Identity			
ESC Elective: Culturally Sustaining Pedagogies			
Cognate/Interdisciplinary Elective:			
Cognate/Interdisciplinary Elective:			
Research Practicum: 3-6 credits pilot study			
Dissertation: 6 credits			

Potential Committee Members:

1. Rebecca Buchanan, Ph.D.
2. Tammy Mills, Ph.D.
3. Mia Morrison, Ed.D.
4. William Nichols, Ph.D.
5. Tim Reagan
6. Other/All SLT faculty?

Brief Course Descriptions for Possible Program Core Course Options:

1. **EHD 690: Critical Theory in Education:** Critical theories reveal, critique, and analyze dominant institutional and cultural structures. This course will explore

some foundational critical perspectives including Marxist, poststructuralist and feminist perspectives on learning, teaching, and schooling.

2. **EHD 690: Space, Place, and Identity:** This course examines theories related to space and place, with specific attention to rurality as a key geographical feature of context. These explorations of space and place as key components of educational contexts will extend to an exploration of individual and group identity within ecologically nested contexts.

Electives and Cognates: The cognate courses and electives will allow students to draw from courses that will draw from other doctoral concentrations (STEM, SPED, Literacy, etc) but also concentrations and certificates at the masters level, including courses in teacher leadership; curriculum, assessment, and instruction; and instructional technology.


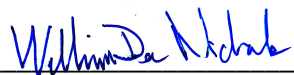
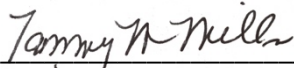
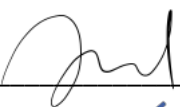

College of Education and Human Development
Education, Schools, and Communities Ph.D. Sub-Plan Routing Slip

From: **School of Learning and Teaching – CA&I Program**

College of Education and Human Development

Item: **Education Ph.D. Program Sub-Plan - *Education, Schools, and Communities***

Below are the endorsements to accept this revision.

Signature	Date	
 _____	<u>12/6/2024</u>	Rebecca Buchanan, Program Coordinator CA&I
 _____	<u>12/6/2024</u>	William D. Nichols, Director School of Learning and Teaching
 _____	<u>12/17/2024</u>	Tammy Mills, COEHD Curriculum Committee
 _____	<u>04/02/2025</u>	Justin Dimmel, Associate Dean for Academics and Student Engagement
 _____	<u>4/2/25</u>	Ezekiel Kimball, Interim Dean of COEHD
_____	_____	Hannah Carter, Associate Provost for Online and Continuing Education and Dean of Cooperative Extension
_____	_____	Kody Varahramyan, Vice President for Research and Dean of the Graduate School
_____	_____	John Volin, Executive Vice President for Academic Affairs and Provost

Personal Statement:

Please follow the writing prompt below to develop a personal statement written in your own words.

For all programs except Social Work, Ed Leadership EdD, Nursing (all), Business (all), and CSD:

Upload a brief essay (300-500 words) highlighting your academic and personal goals related to your intended field of study. Identify any special interest(s) you would like to pursue. Review the website for your intended field of study for potential specific essay prompts.

For Social Work:

Upload a brief essay (between 800-1,000 words about four double-spaced pages) addressing the following topics:

1. Social work practice is guided by a clear set of values, which are described in the [NASW Code of Ethics](#). Please describe the fit between these professional commitments and your personal values. How has your personal, educational, and employment background prepared you to advance these values?
2. What are your professional goals and how will an MSW help you achieve those goals?
3. In alignment with the NASW Code of Ethics, the University of Maine School of Social Work is committed to anti-racism, diversity, equity, inclusion, and social justice. Please describe your commitment to anti-racism, diversity, equity, and inclusion and how you will work to advance these commitments through your education and future social work practice.
4. Describe a major social issue that is of great personal concern or interest to you. Discuss why this issue deserves public attention and provide several recommendations for how this issue might be addressed.

For Ed Leadership EdD:

Upload a one page description (250 words or less) of your leadership role, which typically includes superintendents, principals/assistant principals, curriculum coordinators, or department chairs

For MBA (all):

Upload a one page writing sample (500 words or less) of why you are interested in the Graduate School of Business and how the Graduate School of Business program you are applying to will help you achieve your future goals.

For Nursing (all):

Select one topic of the following prompts to respond to within your essay:

1. Describe your experience as a nurse leader using evidence-based examples that focus on communication, influence, change management, or collaboration.
2. Describe an experience where you provided holistic, compassionate, and respectful care in partnership with a patient and their family that facilitated shared-decision making that resulted in the promotion of safe and effective outcomes. Use evidence-based examples to support your response.
3. Describe a specific experience when you identified, integrated, and evaluated current evidence and research findings with your clinical expertise to inform practice decisions that resulted in a quality outcome. Use evidence-based resources to support your response.
4. Describe your experience with teamwork and collaboration. Use evidence-based resources to support your response.

In addition, include the following information on role in your essay: Describe the role of the master's prepared nurse (family nurse practitioner, nurse educator, nurse leader/executive, or individualized), and your motivation and goals once you graduate if known.

For Communication Sciences and Disorders:

Applicants to the graduate program in Communication Sciences & Disorders (CSD) consistently have strong academic records and varied extracurricular experiences. The CSD department aims to find a graduate cohort of students who can uniquely and meaningfully contribute to the graduate program and the field of speech-language pathology. Share a story about yourself that exemplifies why you are a good fit for the University of Maine's graduate program and the field of speech-language pathology.