THE UNIVERSITY OF MAINE Graduate School

Graduate Board
Thursday, September 18, 2025

12:30-2:00 pm

AGENDA

1. Welcome/introductions

2. Approval of April 24, 2025 and May 8, 2025 minutes

3. September 9, 2025 Graduate Curriculum Committee report

4. Graduate Executive Committee

5. Announcements/updates
   - Enrollment update
   - Tracking graduate assistantship offers
   - Graduate Bridge Scholarship funding
   - Peterson's Guide survey
   - Graduate Student Workers' Union update
   - Changes in Graduate School staff

6. Graduate writing course available through IEI – Orlina Boteva/Erin-Kate Sousa

7. 2025-26 admissions cycle –Karyn Soltis-Habeck

   - Funnel Manipulation Tool
   - Admissions Standards and Best Practices Guide
   - Waitlist Best Practices Guide for Programs Requiring Faculty Match or Funding

8. New academic program proposals
   - Individualized concentration in the PSM in Engineering and Business
   - 4+1 in food science and human nutrition
   - Substantive change proposal for spatial information science and engineering
   - Substantive change proposal for marine science grad programs

9. Items arising

THE UNIVERSITY OF MAINE Graduate School

Graduate Board
Thursday, April 24, 2025
57 Stodder Hall

12:30-2:00 pm

AGENDA

Meeting Called to order: 12:35pm

In Person Attendance: C. Beitl, M. Brichacek, A. Cruz-Uribe, S. Delcourt, D. Dryer, M. Gardner, J. Gill, D. Granke, A. Gray, V. Herbert, M.Mclaughlin, N. Micinski, G. Miles, S. Fraver, F. Rondeau, R. Schattman, A. Harrington

Zoom Attendance: K. Evans, S. Nittel, R. Wheeler, E. Pandiscio, S. Morano, S. Wright, G. Goins, P. Libby, J. Dimmel, J. Ricardi, A. Goupee, P. Stechlinski, J. Chiarell, R. Roberts, L. Ross, M. Camire, E. Allan, K. Varahramyan, J. Settele, T. Bowden, S. Hess, E. Kimball, S. De Urioste-Stone, L. Rickard, N. Micinski, R. MacAulay, T. Yoo

S. Delcourt announced that unless there is pressing Graduate Board business, this will be the last meeting of the year

1. Approval of the March 27, 2025 Graduate Board minutes
    - Motion D. Granke
    - 2nd – Nick Micinski
    - Unanimous approval
        i. Amendment: Jacquelyn Gill – didn't sign in but, attended the last meeting

2. April 2025 Graduate Curriculum Committee reports

    The Curriculum Committee met on April 1st, 2025 and is recommending the following courses to the Graduate Board for approval at its April 24th meeting.

    New Courses:

    - COS 504 Professional Research Communication 2
    - COS 505 Graduate Seminar
    - COS 506 Research Methods
    - COS 522 Interdisciplinary Learning and Design with Computing
    - COS 590 Computers, Ethics, and Society
    - EHD 548 Culturally Sustaining Pedagogies
    - FSN 566 Type 2 Diabetes, Obesity, and Food

- MAT 501 Teaching Undergraduate Mathematics
- NUR 565 Wellness and Resilience for Advanced Practice Nursing
- SFR 516 Unoccupied Aircraft Systems in the Forest Environment

Modifications:

- MBA 609 Financial Statement Analysis
- PSY 625 Basic Methods in Assessment
- PSY 626 Advanced Clinical Assessment
- SED 625 Special Education Internship for Maine's Alternative Certification and Mentoring
    i. Motion to approve: Grant Miles
    ii. 2nd : Val Herbert
    iii. Unanimous Approval

3. Announcements/updates

Trustee, Thurgood and AP Scholarship awards

Trustee

Ali Afridi – 18 cr
Dilnuta Khamidova - 18 cr
Daria Karpowicz - 18 cr (waiting to see if she has withdrawn her app)
Melissa Simon -18 cr
Isabel Berman -18 cr
Sheik Nazia - 9 cr
Samantha Condon - 9 cr
Emma Whitney - 9 cr
set aside 2 scholarships for emergencies - add Albano and Liu (each 1 credit)

Thurgood

Lino Reyes -18 cr
Amir Colbert Stone -18 cr
Saman Farhan - 9 cr
Isaac Adjei-Ampofo - 9 cr
Tracy Saforo - 9 cr

AP

Jessica Sappier-Dube – 18 cr
Alyssa Fitt – 18 cr
VACANT

- Graduate Commencement update
    i. 500 Graduate Students Participating & approximately 180 faculty, 62 Phd
    ii. 6PM on Saturday May 10 – Cross Insurance Center
    iii. Arrival – students & faculty– 4:30PM Paul Bunyan entrance or Hammond Lumber entrance will open at 5:00pm
        1. Faculty robing & line up – Meeting Rooms C&D
    iv. Stage Party arrival – anytime before 5:00 PM – via loading dock entrance (parking options) – report to the Roadie Catering Room
    v. Guest Entry
    vi. Messages going out this week and next from Dianne Avery, Crystal & Kathleen regarding specific instructions

vii. Executive Committee is gathering with the students, lining up & leading the students into the event center and sitting with the students.

- Graduate Student Workers' Union update
  i. Collective bargaining is happening today
  ii. Most contract proposals have been submitted now.

Much heated discussion surrounding economic proposals
UMS bargaining team has suggested a shift in how we compensate
A three-level process was introduced grad assistants with a baccalaureate degree, GAs in doctoral programs possessing a master's degree, and PhD's who have passed comprehensive exams and have been admitted to candidacy. GWU has some concerns as some current PhD may be considered in a lower category than current policies.

Jacquelyn Gill – asked some questions regarding international graduate students and what the University would do if ICE were to appear on campus.
VPR Varahramyan suggested that information will be coming from the President's office with updated information and reminders on how to respond if ICE appears. 1. Call UMPD 2. Call UMS Legal Counsel. We should assure graduate students that the University supports them.

4. Nick Micinski – Resolution proposed encouraging Graduate Board to make a statement to quickly resolve the Union negotiation
   - Fair & timely
   - Fair & competitive offer (at the level of other R1's in the Northeastern United States.)
   - Urge management team to communicate clearly to the Graduate Board
   - Update to the Graduate Board on the progress of the negotiations
     i. CiCi – asked that we recognize the work being undertaken by Laura Rickard and Scott Delcourt. We should also recognize that we are not a normal R1 in the funding and resources we have at our disposal.
     ii. S. Delcourt – noted that his role is as the Subject Matter Expert involved in the negotiations. Laura Rickard and Shaleen Jain are the two faculty members on the committee (non-STEM and STEM) who are also subject matter experts on graduate programs. Scott literally positions himself at the middle of the table with a neutral perspective supporting both sides.
     iii. VPRDGS Varahramyan – has worked with Scott Delcourt to try to increase stipends every year. We want to find a good solution – something fair and just. The initial financial position the GWU put forward is a little bit too far – so the University is trying to come up with an agreement that works.
     iv. Rachel Schattman – asked what the downside would be to passing a resolution like this
     v. S. Delcourt explained that the Graduate Board serves as an advisory committee to the VPRDGS – if the GB believes strongly in a course of action, it can ask the VP to bring it to higher administration within the University. In terms of collective bargaining, the blame does not lie on either side…just a part of the negotiation process.

vi. Rachel Schattman – asked if the resolution could be re-worded to help support the process rather than finger pointing.
vii. Nick Micinski – suggested that the intent is support while recognizing everyone's work.
viii. Jacquelyn Gill – thanked Nick for bringing the suggested resolution to the Graduate Board. Faculty would like to know how to budget GA salaries for future years, students are concerned about high cost of living – which makes recruiting into our program more difficult. A swift conclusion would help to support our mission. We are asking for basic communication. A more unified approach would be helpful. The resolution has my support.
ix. Dylan Dryer – looking at the proposed resolution – we could acknowledge the complexity of the negotiations and acknowledge those who have dedicated time to resolving. The growing trust perspective is becoming intrusive in our ability to work with graduate students. A final resolution could be a commitment to assist in facilitating the agreement.
x. Meghan Gardner – when a governing body accepts a resolution – it is more of a statement of support. There are a couple of minor edits to the resolution that could be made that would be less "blaming". More information when we are pausing for an information request. I cannot imagine that any of us would not support a resolution that recognizes the work the parties has put in – as well as encouraging resolution. Suggestion for bullet point #1 – we would like to encourage the system to do everything in their power to move things forward.
xi. Shawn Fraver – would like to revise bullet point #1 – remove demand and use "urge" or similar.
xii. CiCi suggested that "demand" is not appropriate for a resolution from Graduate Board.
xiii. Grant Miles suggested that the tone of the current proposed statement calls out the negotiation team – and I don't think that is the intent. Any agreement we come to – all comes out of the same pocket – what does that mean in the context of the whole budget at this time?
xiv. Sandra De Urioste-Stone noted in the chat: "We also need to acknowledge that the focus of negotiations goes beyond UMaine, and includes students across UMS, so the issue is extremely complex."
xv. Nick Miscinski suggested that the goal is to assert pressure. (He gave Graduate Board edit privileges to the document to make suggestions.)
xvi. Patricia Libby – concern regarding procedural process – Didn't see the resolution prior to the meeting, didn't see it on the agenda. Would like time to review it and make changes.
xvii. S. Delcourt – noted that the draft resolution was just sent today so it was not able to be included in the Graduate Board packet. We could vote on it electronically after the meeting.
xviii. Laura Rickard – transparency is important for trust. You can go to the GWU website and see everything that has been discussed, including proposals and counteroffers. We could add an additional GB meeting for further discussion. Remember that there are other campuses involved in this (throughout the system) – there are other issues that have arisen. There are other layers of stakeholders involved (Presidents of other universities in the UM System). Richard Roberts: "Great points all around, Laura."

xix. Scott suggested that the makeup of the GWU bargaining team is all UMaine grad students and most from EES or climate change, so the disciplinary perspective is indeed limited as well as the appreciation of the context at other UMS institutions.
xx. Jacquelyn Gill suggested that her frustration is more with the negotiation process. We are being asked for more information consistently.
xxi. CiCi suggested that the compiling of information for all the GWU RFIs was also frustrating and time consuming.
xxii. Justin Dimmel – why wouldn't Graduate Board urge the negotiation team to move quicker? I don't know who is advising the graduate student union.
xxiii. Jacquelyn Gill – Grad Board is not a governing body – our charge is to be an "advisory board to the leadership". We have participation from GSG and Senate. Lack of resolution effects the teaching mission of my unit.
xxiv. Rachel Schattman– asked for a follow up discussion after having a chance to look it over and make comments, etc.
xxv. Nick motioned to have GB vote today on the draft resolution he proposed.
4 yes votes in the room & 0 yes votes online
Opposed – 7 in the room & 23 opposed online
Abstained – 1

Scott suggested that we could schedule a Zoom to follow up and vote on this once everyone has had a chance to review the proposal (sent via email to graduate board list during the meeting).

5. New academic program proposals
- Substantive change proposal for a low residency MBA – Meghan Gardner
  i. Program is primarily online
  ii. Service to international students is complicated currently –
  iii. we would like to convert to low residency (consolidated live component)
  iv. A dual degree with SPIA would be used in conjunction with the MBA for international students
  v. They would have to have a live class in order to fulfill the requirements of their visa.
    1. Motion to approve: Grant Miles
    2. 2nd –Meghan Gardner
    3. Unanimous – with 1 abstention
- Substantive change proposal for the MA in Communication Sciences and Disorders – Jessica Riccardi
  i. Substantive change is to better align the credit hours required for the program with faculty instructional effort.
    1. Motion to approve: Grant Miles
    2. 2nd – CiCi Cruz- Uribe
    3. Unanimous
- Intent to plan for a MEd in Library and Media Studies
  i. Amber Gray asked if this would lead to certification – Scott stated that he did not believe it would.

  No vote today as this was an intent to plan.

6. Discussion of funding for new and continuing graduate students

S. Delcourt noted that when funding offers for new graduate students

were paused in late March, it became very clear that the University did not have an accurate accounting of how many financial offers had been extended to graduate students and accepted, leading the senior administration to freeze internally funded teaching assistants and to review all externally funded assistantship offers. The Graduate School will be working with the academic colleges on a better way to track both assistantship offers and financial offers that have been accepted in order to help understand the extent of the University's financial commitments to graduate students..

S. Delcourt also announced that due to a generous donation to the University, the Graduate School would be coordinating a special scholarship initiative (Graduate Bridge Scholarships) to award financial support to graduate students who had lost their university funding.

Meeting adjourned – 2:05pm

THE UNIVERSITY OF MAINE Graduate School

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

Join Zoom Meeting
ID: 84852613288
Passcode: 070292

12:30-1:30 pm

AGENDA

Meeting called to order: 12:35 pm

Attendance – Zoom Only: C. Beitl, T. Bowden, M. Brichacek, M. Camire, K . Parsons, G. Cox, J. Crittenden, A. Cruz-Uribe, S. Delcourt, J. Dimmel, D. Dryer, K.Evans, A. Gardner, M. Gardner, A. Gray, S. Hess, E. Kimball, P. Libby, S. Marzilli, M.Mclaughlin, N. Micinski, G. Miles, S. Morano, W. D. Nichols, S. Nittel, E. Pandiscio, J. Riccardi, L. Rickard, J. Romero Gomez, F. Rondeau, D. Sandweiss, G. Schweiterman, R. Wheeler, S. Wright, T. Yoo, Y. Zhu.

Guests – Crystal Burgess, Director of Graduate Communications

1. New academic program proposals
    - Substantive change proposal for the dietetic internship option in Food Science and Human Nutrition
        i. Mary Ellen Camire & Kayla Parsons here to present.
        ii. We already have an online component with the majority of our courses online – we are just adding the formal "online" designation to the programs.
        iii. Reducing course requirements from 34 credits to 30 credits.
            1. Motion to approve – Dan Sandweiss
            2. 2nd – Sabrina Morano
            3. Unanimous approval – no abstentions
                a. This substantive change proposal will move forward to the Provost's office for approval
    - Proposal for a new concentration for the PhD in Education in Education, Schools, and Communities
        Presented by Ezekiel Kimball, Dee Nichols

PhD programs within Education share foundations courses
Science, Math and Special Education educators may be interested in this program.

This new concentration would allow students with a wide range of interests to pivot based on individual interests. The new concentration also helps to align and enhance our other concentrations.

The concentration consists of 15 required foundational course credits, 12 required research core credits plus a research elective. There are 9 required program core credits and two interdisciplinary elective credits, comprehensive exams, responsible conduct of research, a research practicum, and a dissertation.

Dan Sandweiss added that schools support students in these programs and it may add revenue to the university.

Motion to approve – Dan Sandweiss
2nd – Grant Miles
Unanimous approval

2. Resolution on collective bargaining negotiations (redux)
   - Dan Sandweiss asked for more clarity around negotiations
     i. If the budget does not allow for whatever the settled amount is – it would impact the number of positions we could offer.
     ii. Strongest funding concern is for students who are already here.
     iii. By the time the collective bargaining agreement is settled, a good portion of the students here may not still be here.

   Laura Rickard also noted the financial concerns for the University as a whole

   Silvia Nittel asked if more information could be made available regarding the negotiations.

   While these discussion are usually considered to be confidential, Laura Rickard shared the publicly available GWU link in the chat: https://umaine-gradworkers.org/ if you follow the proposal tracker, you can see what the requests have been from both the Graduate Workers Union and the University Bargaining teams.

   Laura Rickard also shared: "Just as background, we meet every week for an hour as a team, and then from 10 am - 4 pm once a week. Every week. This is a pretty enormous amount of time for anyone."

   Justin Dimmel asked about the logic for including the necessity of a report. Nicholas Micinski suggested that it would be to determine the barriers and to try to resolve those barriers.

   Patty Libby asked about #4 – "require a detailed report" – can we require a detailed report? It may also be helpful to note peer institutions in the resolution. We don't want to be disingenuous of what our intent is.

Nicholas Micinski – suggested we could define “peer” a little further – as “New England Peer institutions”

Meghan Gardner suggested a possible revision to the resolution: "Calls for the management team to ensure that Graduate Workers at the University of Maine receive fair and sustainable compensation and support that reflect both the value of their contributions and the University’s commitment to maintaining R1 status and high-quality teaching, with consideration given to conditions at comparable institutions and local cost-of-living factors."

This is pointing at our desire to see a positive outcome for our students.

Nicholas Micinski suggested – “Are we talking about fair and sustainable or competitive?”

CiCi Cruz-Uribe wanted to reiterate the number of hours that the bargaining team spends on this. The proposed resolution doesn’t seem supportive – it seems kind of mean.

Nicholas Micinski stated that the intent is not to be “mean” – do they need more resources, buyout time, or people to help support it.

Revisions have been added to the document by Nicholas Micinski during the meeting.

Sam Hess – asked if could / should remove the report
Dan Sandweiss added a report would add significantly more work to the team that is already not being compensated for this work.

Patty Libby suggested removing some of the barriers.

Scott Delcourt noted the limited time left in this meeting and asked if the GB membership wished to move this to a vote.

Sam Hess asked if Scott is able to communicate the barriers – what is stopping us from being able to disclose if it is confidential?

Jennifer Crittenden added: I would name the lead negotiator as the responsible party for that report since they are compensated

Scott suggested that the negotiation on some economic issues still seems pretty far apart. The sticking point seems to be whether graduate workers should be considered full time or part time.

Ezekiel Kimball stated he was uncomfortable with the resolution being written and edited in the meeting,while many of Grad Board members are not present.

Eric Pandiscio – the whole thing seems rushed at this point – also asking what the benefit would be of the detailed report.

Dan Sandweiss – too few people present to vote at this point.

Sabrina Morano – advocated for an electronic vote if we decide to move forward.

Scott also suggested that we should not take this to a vote now as we are down to 24 people currently and don't have a quorum.

Silvia Nittel – I am sure that both parties are frustrated at this point. I don't see that this resolution does anything to bring the negotiations out of the stale mate.

Nicholas Micinski suggested that we bring this to an electronic vote in the next week. We are there to support the negotiators and our graduate students.

Scott suggested that the language is better and addresses more of the concerns.

The Graduate School will get a final out to the Graduate Board membership for an electronic vote in the next week.

3. Proposed language related to the personal statement in the Graduate School application (intended to address concerns for applicants using generative AI).

Adding "In your own words" to the essay request on the application.

Dan Sandweiss added "Written by you – in your own words."

Meghan Gardner suggested: "Please follow the writing prompt below to develop a personal statement, written by you, in your own words and reflecting your authentic voice and experiences."

Silvia Nittel noted that this would continue become more of a problem as we move forward. Suggestion to include a 5-minute video in future application processes.

Justin Dimmel asked if we know which programs rely on the personal statement as part of the decision process. Should we think about what the personal statement actually does to help us evaluate the application and consider removing it? Maybe we have to move to interviewing a student in order to consider admission. Scott responded that there are several programs who rely heavily on the personal statement.

Dylan Dryer suggested: Not to be difficult, but could any word be said to be "one's own"? A word is only a word when it is shared; otherwise it wouldn't work as a word...

Dan Sandweiss advocated for a personal interview where funding is at stake

Greg Cox – suggested that "writing it themselves without the use of generative AI" would be important to add

Meghan Gardner suggested that MBA really values the personal statement due to the volume of applicants, and it would not be feasible to interview all of the

applicants. The personal statement allows us to give context to applications (ie someone might have had a 2.7 in their undergraduate coursework -but, have had a lot of life experience since.) There is a usefulness to the essays.

Justin Dimmel noted: "I do wonder whether we are already passed the point where a person could read "written by you, in your own words" and sincerely believe that prompting an LLM to generate an essay, based on the experiences they provide, would pass the test. And then we know which ones followed the rules by looking for spelling/grammar mistakes, a la books of logarithms from the 1800s

Yifeng Zhu suggested: Can we explicitly state that "AI-generated or plagiarized content will not be accepted." in the statement?

Ezekiel Kimball – depends on the faculty preference as to whether we allow the use of AI.

Laura Rickard - This sounds like a quasi-experiment, am I right?

Dylan Dryer - I do think it makes sense for us to signal our awareness that this is a problem. I don't want to hold up a sensible signal about AI generated texts just to rehash a centuries-old debate in semiotics. As entertaining as that would be.

Scott proposed that we utilize the proposed language, while continuing to allow individual graduate programs to create their own writing prompts.

There were no stated objections.

Scott thanked GB members for their engagement and service and wished those remaining a rejuvenating summer break!

CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on September 9, 2025 and is recommending the following courses to the Graduate Board for approval at its September 18th meeting.

New Courses:

ECE 517 Mobile Robotics

EET 520 Advanced AC Circuit Analysis and Energy

MBA 672 Digital Marketing

Modifications:

FSN 587 Food Analysis

Previously approved Modification

CHY 502 Chemistry Instructional Laboratory Leadership

Subject: Peterson's Annual Graduate Survey - Unit Sections

Audience: grad coordinator email list, deans

Body:

To: College Deans, Department Chairs & Program Coordinators
Re: Peterson's Annual Graduate Survey 2025
Date: September XX, 2025

The Office of Institutional Research (OIRA) has begun the Peterson's Annual Survey of Graduate and Professional Institutions for 2025 and needs information from each College and Unit (Program). Attached is a listing of each unit/department/program they will need information from, along with a link to the survey questions that require a response.

OIRA will need the requested information for each listing by **November 14, 2025**.

Link to the Peterson's Survey - Unit Data

Please complete this form and contact Aylah Ireland (copied) directly if there are any questions.

Units/departments/programs

Anthropology & Environmental Policy
Aquaculture & Aquatic Resources
Art
Biology & Ecology
Biomedical Science & Engineering (GSBSE)
Business
Chemical & Biomedical Engineering
Chemistry
Civil & Environmental Engineering
Climate Change Institute
Communication & Journalism
Communication Sciences & Disorders
Composite Materials and Structures
Computing & Information Science
Data Science & Engineering
Disability Studies
Earth & Climate Sciences
Ecology & Environmental Sciences
Economics
Educational Leadership, Higher Education, and Human Development
Electrical & Computer Engineering
Engineering Management
Engineering Technology
English
Food & Agriculture
Forest Resources
Gerontology
History
Interdisciplinary
Kinesiology, Physical Education, and Athletic Training
Learning and Teaching
Marine Sciences
Master of Science in Teaching
Mathematics & Statistics
Mechanical Engineering
Modern Languages & Classics
Molecular & Biomedical Sciences
Nursing
Offshore Wind Energy
Performing Arts
Physics
Policy & International Affairs
Psychology
Social Work
Wildlife, Fisheries, & Conservation Biology

List Programs By Name	*Insert Total Applications for each of the last three years*			*Target Self-Adjusts*	*Insert Total Admits for each of the last three years*			*Target Self-Adjusts*	*Rate Self-Adjusts*	*Insert Total Enrolled for each of the last three years*			*Manually input*	*Rate Self-Adjusts*
Program	**Applications**				**Admit**					**Enrolled**				
	Fall 2022	**Fall 2023**	**Fall 2024**	**Target**	**Fall 2022**	**Fall 2023**	**Fall 2024**	**Target**	**-YR Admit Rate [1**	**Fall 2022**	**Fall 2023**	**Fall 2024**	**Target**	**3-YR Capture Rate [2]**
SAMPLE PROGRAM 1	30	32	38	48	15	16	19	24	50%	6	7	8	10	42%
SAMPLE PROGRAM 2	104	90	133	144	93	85	116	130	90%	42	44	50	60	46%
SAMPLE PROGRAM 3	297	550	669	197	242	439	525	157	80%	122	136	127	50	32%
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INSTRUCTIONS FOR DATA INPUT

STEP 1: Enter your Target Enrollment Goal in the Green Box.

STEP 2: Navigate to tthe Graduate Admissions Dashboard*

--> **2a** Select Admissions Funnel by Major on the left sidebar page or top tab (see below screenshots)

--> **2b** Select the current Term, Degree type, College, Department (see below screenshots)

--> **2c** View, Complete Apps, View Admits, and View Enrolled for Fall 2022 and repeat for Fall 2023 and Fall 2024 - enter the data in above spreadsheet. (see below screenshots)

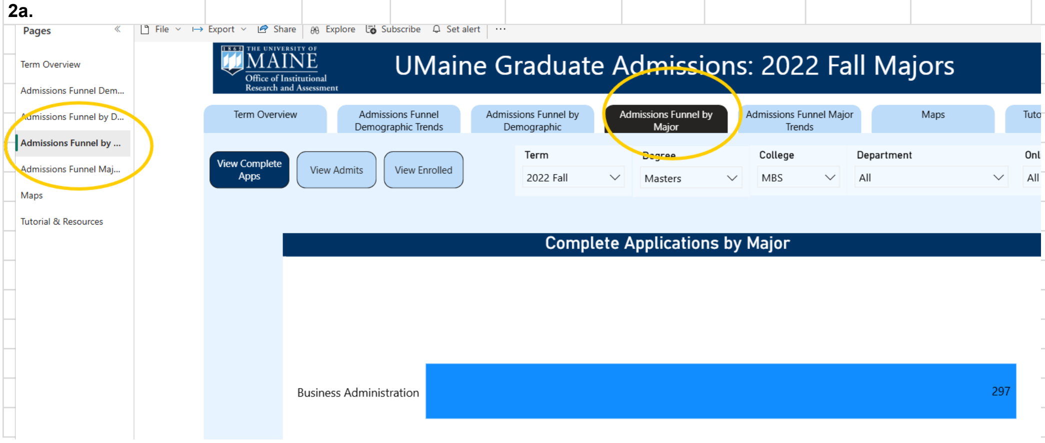
* If you do not have access to the Graduate Admissions Dashboard, please contact Karyn Soltis-Habeck at karyn.soltis@maine.edu or 207.581.2296

Alternatively, you can use the historical data (below) from your program enter the number of applications, admits, and enrolled students for the previous three years.

Fall 2023 Grad Admissions Report

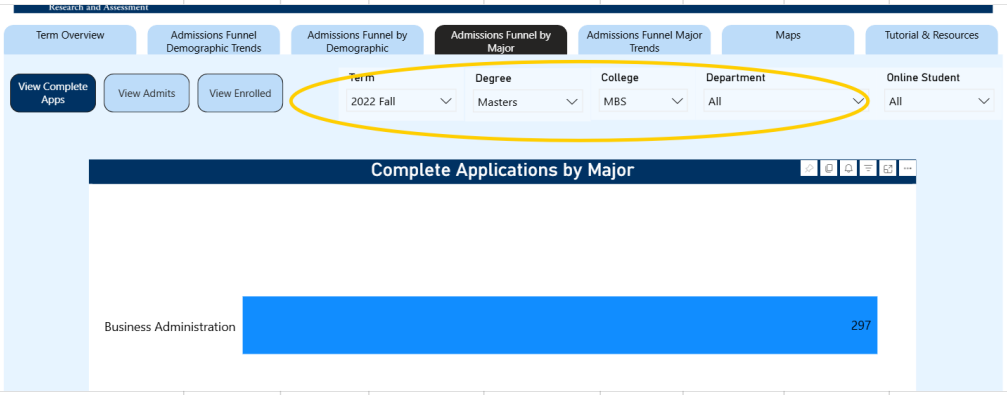
Fall 2024 Grad Admissions Report

2a.

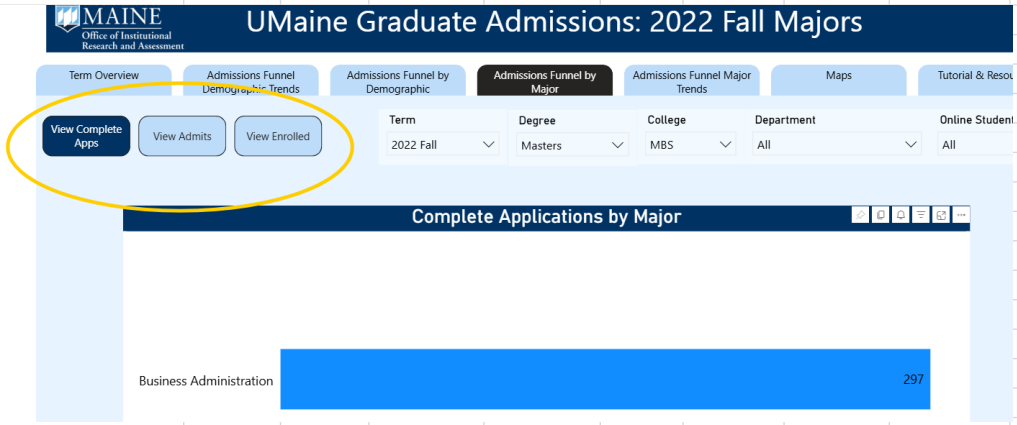


List Programs By Name	*Insert Total Applications for each of the last three years*	*Target Self-Adjusts*	*Insert Total Admits for each of the last three years*	*Target Self-Adjusts*	*Rate Self-Adjusts*	*Insert Total Enrolled for each of the last three years*	*Manually input*	*Rate Self-Adjusts*
Program	**Applications**		**Admit**			**Enrolled**		

2b.



2c



[1] Percentage of applicants who were admitted over a three-year period, calculated as an average or combined rate.

[2] The percentage of students who ultimately enrolled out of the total number of students who applied, averaged over the last three admission cycles

UMAINE'S OFFICE OF MAJOR SCHOLARSHIPS, OFFICE OF RESEARCH DEVELOPMENT AND THE GRADUATE SCHOOL INVITES STUDENTS TO:

FOR NSF GRFP, FULBRIGHT, NIH F31 AND MORE...

PIZZA & PROPOSALS

A WRITING WORKSHOP FOR GRADUATE FELLOWSHIPS

22, 24, 26 SEPT
12-1.30PM

COME TO ONE OR ALL

ROOM 145, ESTABROOKE HALL

Are you a student working on a graduate fellowship application, personal essay, or research proposal? Whether you're stuck, just starting out, or making a final push to polish your draft – you're invited to work in this dedicated writing space. You'll find helpful resources, food and a supportive space to work on fellowship applications due this fall!

RSVP HERE

ADMISSIONS STANDARDS AND BEST PRACTICES GUIDE

This guide outlines best practices for graduate program coordinators and faculty involved in admissions at the University of Maine. It supports our decentralized admissions model while promoting efficiency, transparency, and a high-quality experience for all applicants. Our primary goal is to reduce time to decision, foster clear communication, and ensure fair and consistent admissions practices across all programs.

Consistent, timely, and transparent admissions practices help reduce applicant confusion, minimize unnecessary follow-up, and increase UMaine's competitiveness in recruiting top talent. Your partnership is essential to delivering an excellent experience for every prospective student.

OVERVIEW OF THE UMAINE GRADUATE ADMISSIONS MODEL

- Applications are processed centrally by the Graduate School, but admissions decisions are made by individual programs, typically by program coordinators or faculty committees.
- Program structures vary: some have set deadlines, while others operate on a rolling admissions basis. Some programs will only admit students in the fall, while others will admit students in fall, spring, or summer terms.
- Although online-only programs do not meet visa eligibility requirements for international students, they can still be admitted and attend from their home country
- Some programs are capacity-limited or require a faculty advisor match or funding.

CORE ADMISSION PRACTICES

- **Timely Review:** Aim to review completed applications that include all relevant required supporting materials within 3-4 weeks of being sent to the department for review (if rolling admission) or 3-4 weeks after the application deadline.
- **Clear Criteria:** Ensure program admissions requirements are current and clearly communicated on your website and on outreach materials.
    - Please notify the Graduate School of any changes to your criteria immediately; this can include deadline changes, testing requirements, changes to essay prompts, when your program is at capacity for the term, etc.

- **Holistic & Equitable Review:** When reviewing applications, assess applicants based on aspects that include: academic background, research alignment, professional experience, and program capacity. Do not factor in whether an international student can obtain a visa or whether any applicant can afford tuition. Perceived financial limitations or logistical barriers are not viable factors for consideration.
- **Separation of Financial Offers & Admissions:** Admission decisions must be made independently of financial offers. The admissions committee should review applications based solely on academic qualifications, research alignment, and the applicant's potential for success. Financial offers, such as assistantships or scholarships, should be communicated in a separate letter after the student has been offered and has accepted admission.
- **Provisional Admissions:** Consider admitting students with clearly stated conditions (e.g., pending faculty advisor match or funding confirmation). These conditions should be documented in the offer letter and monitored.
- **Conditional Admissions:** Consider admitting students who do not fully meet all standard requirements, with the exception that they will fulfill specific conditions to achieve regular admissions status. These conditions can vary by program and may involve completing a certain number of credit hours with a specified GPA, or successfully addressing any deficiencies identified in the application.

ADDRESSING PROGRAM CONSTRAINTS

- **Capacity Limits:** When a program is full, consider admitting qualified applicants to a future term with appropriate communication.
- **Faculty Match:** Programs requiring students to connect with a potential faculty advisor should encourage applicants to reach out to professors early and ensure they are engaged during the admission cycle. Program websites must clearly state that a faculty match is required for admission, and coordinators or admission chairs should ensure it is stated on the Graduate School's application.
    - In programs requiring advisor approval, coordinate admissions timelines with faculty availability.
    - Provide applicants with the resource on the Graduate School website about how to approach potential advisors and what materials to include in their outreach.
- **Funding Dependencies:** If funding is uncertain, communicate this clearly. Avoid using funding delays as a reason to indefinitely postpone decisions. Consider using the waitlist option.

RESPONSIBLE USE OF THE WAITLIST

- Do not use waitlists as a holding pattern. Only waitlist applicants that have been reviewed and are admissible, but there is a legitimate reason, such as:
    - Pending funding decisions.

    - Full program capacity (consider admitting to future term).
    - Awaiting a faculty advisor match.
- Reference Waitlist Best Practices Guide for details on appropriate usage and TargetX procedures.

SPECIAL CONSIDERATIONS FOR INTERNATIONAL APPLICANTS

- Only campus-based programs that meet federal regulations can admit students requiring a visa to study in the US.
- Communicate eligibility limitations, such as English proficiency requirements, on your website and outreach materials.
- Do not deny admissions to academically qualified international applicants based on speculation about visa timelines or ability to pay.

COMMUNICATION STANDARDS

- Communicate decisions, waitlist status, and expected timelines promptly.
- Use clear, professional messaging that outlines next steps.
- Document all communication in TargetX for transparency and consistency.
- Coordinate with the Director of Graduate Communications to send mass messages to your applicants as needed.
- Encourage students - or faculty on their behalf - to complete the General Inquiry Form so students can be added to the graduate school communication stream

TARGETX USE & DATA INTEGRITY

- Use application list views to understand the volume of applications received and consider proactive outreach to incomplete applicants.
- Update application scorecards regularly, using the application review reader.
- Review and clean up your admissions view before each new cycle begins.

REDUCING TIME TO DECISION

- Set internal review deadlines that align with program timelines, and be sure the Graduate School's recruitment staff are informed about your process.
- Hold regular (biweekly or monthly) admissions meetings
- Reach out to the Director of Graduate Recruitment if you have any questions or need assistance with the time-to-decision.

WHAT TO INCLUDE ON YOUR PROGRAM WEBSITE:

Your program website is a critical recruitment tool. It should clearly and accurately detail the following:

- **Program Overview:** Concise description of program focus & unique strengths and distinctive features such as research opportunities, faculty expertise, or facilities
- **Admissions Requirements:** List all application requirements, including transcripts, letters of recommendation, personal statement, and any required test scores (e.g., GRE, TOEFL).
- **Application Deadlines:** Provide a clear list of application deadlines (or if rolling admissions) for each term (Fall, Spring, Summer). Also indicate if there are only Fall admissions.
- **Funding Opportunities:** Graduate assistantships, fellowships, scholarships, or other program-specific funding
- **Faculty Profiles:** Names, research/teaching areas, and links to faculty pages. Encourage prospective students to explore faculty interests and contact potential advisors (if relevant).
- **Student Outcomes and Experiences:** Alumni career pathways, testimonials, or program highlights. Include professional development opportunities, student organizations, or fieldwork/research opportunities.
- **Contact Information:** Program coordinator, email and phone. Include a link to the Graduate School Inquiry Form so interested students are captured in our communication system.

COLLABORATING WITH THE GRADUATE SCHOOL

- Reach out to the Graduate School for support with TargetX, application workflow, to find resources on how to use TargetX effectively, or admissions policies.
- Reach out to the Graduate School for recruitment support to improve applicant experience and meet institutional enrollment goals.

This guide is a living document and will be updated periodically.

WAITLIST BEST PRACTICES GUIDE FOR PROGRAMS REQUIRING FACULTY MATCH OR FUNDING

This guide provides best practices for graduate programs at the University of Maine that require funding or a faculty match before admission. It outlines how to use the waitlist feature in a consistent, equitable, and transparent manner. The goal is to support the decentralized admissions model while improving the applicant experience, strengthening strategic enrollment management, and ensuring accurate data tracking in TargetX.

Timely decisions and clear updates help reduce applicant confusion and limit unnecessary follow-up emails. Consistent use of the waitlist produces higher yield and provides applicants with transparent expectations. Standardizing waitlist practices across programs will reduce inconsistencies, improve student planning, and support a smoother admissions process.

BEST PRACTICES FOR WAITLISTING APPLICANTS

The waitlist is for applicants you've reviewed. You should use the waitlist when:

- The program is currently at capacity
- Pending department funding decisions
- No current faculty match for research supervision
- Prerequisite course(s) are full or unavailable
- The application is beyond the deadline, but the student is otherwise qualified

WHEN TO WAITLIST VS OTHER ACTIONS

SCENARIO	ACTION
The student is admissible, but the program is full	Waitlist, but deny or admit no later than July 15 for Fall and Nov 15 for Spring
Student is admissible but needs funding or faculty match	Waitlist, but deny or admit no later than July 15 for Fall and Nov 15 for Spring
The application is incomplete (e.g. missing one letter of recommendation)	Do not waitlist - Admit, Deny, or request more information
The applicant is not admissible	Deny
The applicant applied after the deadline	Review and waitlist, if admissible

Last Updated: 6 Sept 2025

INTERNAL TIMING STANDARDS

- Fall-only admissions programs:
    - Max waitlist duration: 1Year
    - E.g. Fall 2026 waitlists should be reviewed for Fall 2027 before reviewing new applications.
- Rolling or multiple-term admissions programs:
    - Max waitlist duration: 1 semester
    - E.g. Fall 2026 waitlist should be reviewed for Spring 2027 before processing new applications

COMMUNICATING WITH APPLICANTS

Five days after an applicant's scorecard is submitted with a recommendation of "Waitlist," the applicant will receive the email shown on Page 2 of the Waitlist Emails tab. It is critical that you follow up with each waitlisted student and include, if possible:

- The reason for the waitlist (general category)
- The expected timeline for a final decision
- Whether or not they will be considered for a future term

WAITLIST MANAGEMENT IN TARGETX (SALESFORCE)

- Submit a recommendation of "Waitlist" on the Application Review scorecard and enter one of the reasons below in the "Waitlist Reason" field:
    - Limited Program Capacity
    - Pending Funding
    - Faculty Match Required
    - Other
- Review waitlisted students annually or each semester, depending on your program.
- Do not hold students on the waitlist indefinitely - review your queue each semester

IMPLEMENTATION AND POLICY

- Review all applicants within three weeks of the application deadline or monthly if rolling admissions.
- Use TargetX to track admissions decisions, waitlist status, and any additional communication.
- You can schedule TargetX training with the Graduate School by selecting an appointment slot here.

Professional Science Masters (PSM) in Engineering and Business
Proposed New Concentration: Individualized
February 27, 2025

School of Engineering Technology Graduate Coordinator:
Dr. John W. Allen, P.E.
Professor, Electrical Engineering Technology (EET)
School of Engineering Technology (SET)
Maine College of Engineering and Computing (MCEC)
john.w.allen@maine.edu

Proposal:
The online Professional Science Masters (PSM) – in Engineering and Business – has two existing concentration areas: Electrical Engineering Technology (EET) and Surveying Engineering Technology (SVT). The School of Engineering Technology proposes to add another concentration to this graduate degree program to accommodate working professionals without SVT or EET backgrounds. This proposed (new) concentration will be titled: Individualized (PSM-I). This program will be 100% online and can be taken part time or full time. This program is customizable to baccalaureate graduates in many STEM fields; but primarily targeting engineers with backgrounds in non-SVT and non-EET fields.

Program Overview:
Students enrolled in the Individualized (PSM-I) concentration of the PSM program will become well-rounded in engineering and management and be ready to take on project management roles within engineering firms. Students must take four upper-level courses in engineering or engineering technology, three upper-level (graduate) business or management courses, a required graduate advanced project management course, and a two-semester graduate capstone or experiential learning course (replacing the traditional research thesis typical of most graduate programs).

Students can take their four upper-level engineering courses in a wide range of engineering, engineering technology, and science disciplines. These disciplines include (but is not limited to) surveying engineering technology (SVT), electrical engineering technology (EET), mechanical engineering technology (MET), construction engineering technology (CET), electrical and computer engineering (ECE), biomedical engineering (BME), chemical engineering (CHE), civil engineering (CIE), and mechanical engineering (MEE).

These four courses do not have to be concentrated in a single discipline either. A graduate student, with the approval of their graduate committee, can take these four graduate technical courses in multiple disciplines based on their work or research interests.

Objectives:
The objective of the program is to prepare working engineers (or STEM professionals) for a career in engineering management or leadership roles within engineering firms. This may be in large corporations or small start-up companies. A wide range of courses enable students to pick content relevant to their industry and desired career goals.

Program Requirements:
Students must complete 30 credits of graduate work to complete this degree. Here is a quick overview, with more details to follow:

- Graduate engineering and/or technical courses/electives (12 credits) (various options)
- Graduate business and/or management courses/electives (9 credits) (various options)
- Advanced project management (3 credits) (ENM 586)
- Graduate capstone or experiential learning course (6 credits) (GEE 694 x2)

See the following sections for a more detailed description of the program.

Content for the New Concentration (Detailed):
The program consists of three management or business courses, four engineering courses, and two required foundational courses (one three-credit course in advanced project management and the other is the six-credit graduate capstone or experiential learning course). Here are the program content details:

<u>Students must take four engineering (or engineering technology) courses (pick any four) (12 credits) (these are just a sample of available SET courses):</u>

1. SVT 501: Advanced Adjustment Computations (3 credits)
2. SVT 531: Advanced Digital Photogrammetry (3 credits)
3. SVT 532: Survey Strategies in Use of Lidar (3 credits)
4. EET 514: Printed Circuit Board Design (3 credits)
5. EET 515: Automation and Integration (3 credits)
6. EET 560: Renewable Energy and Electricity Production (3 credits)
7. MET 451: Plastics Manufacturing (3 credits) *
8. MET 453: Experimental Mechanics (3 credits) *
9. MET 475: Fuel Cell Science and Technology (3 credits)
10. CET 412: Sustainable Population and Environmental Design and Construction (3 credits)
11. CET 425: Virtual Design and Construction (3 credits)
12. CET 455: Construction Engineering Fundamentals (3 credits)

** Offered in-person only and can only be taken based on availability of resources*

- These are a sample of the available (and applicable) SET courses. There are many other graduate courses in other programs that can be taken by students to fulfill the requirements of this new concentration in the PSM program. These courses will be identified by the student and their graduate advisor and recorded in a Program of Study form to be submitted to the Graduate School.
- Other 400, 500, or 600 level courses may be taken (based on student interest and career objectives) with approval of SET faculty. A maximum of three 400-level courses are allowed in this graduate program.
- If a student has already taken one of the above-listed courses as part of their BS degree, they cannot re-take that course; they must choose another alternative.
- Some courses are offered in-person only (for local students). Distance students can take other courses, and faculty will work with students to find course options that match the student's career interests.

<u>Students must take three management and/or business courses (pick any three) (9 credits):</u>

1. EET 486: Project Management (3 credits)
2. EET 584: Engineering Economics (3 credits)
3. MET 440: Lean Six Sigma (3 credits) **
4. SVT 475: Small Business Management (3 credits)

5. ACC 507: Advanced Accounting (3 credits)
6. BUA 601: Strategic Data Analysis (3 credits)
7. BUA 684: Business Data Mining and Knowledge Discovery (3 credits)
8. MBA 609: Financial Statement Analysis (3 credits)
9. MBA 626: Management of Contemporary Organizations (3 credits)
10. MBA 637: Supply Chain Management (3 credits)
11. MBA 649: Strategic Decision Making (3 credits)
12. MBA 651: Financial Management (3 credits)
13. MBA 670: Managerial Marketing (3 credits)

*** Offered every other year and can only be taken based on availability of resources*

- Some MBA and BUA graduate classes are taught in an 8-week format (two can be taken during a semester), see the University of Maine's Graduate Course catalog for more information. Other courses (400 level or higher) may be taken with advisor approval. A maximum of three 400-level courses are allowed in this graduate program.

Required advanced project management course (3 credits):

1. ENM 586: Advanced Project Management (3 credits)

Required capstone or experiential learning course (taken at the end of the program) (6 credits):

1. GEE 694: Graduate Internship or Capstone (3 credits, taken twice; total of 6 credits)

The student's advisor will work closely with candidate to identify, approved, and complete their graduate experiential learning or capstone project.

Availability of Resources and Finances for Sustainable Concentration Support:
Most of the courses in the Professional Science Masters (PSM) in EET and SVT and the MS in ET (both EET and SVT concentrations) are funded by DLL. Any remaining courses are program-specific courses that are funded by the School of Engineering Technology. No additional resources are needed to support this proposed concentration.

Accommodations for Diverse Accessibility Needs:
Having additional fully online programs at UMaine, especially in engineering and at the graduate level, will enhance enrollment and diversity of the student population. Most of the faculty in this program (SVT, EET, MET, and CET) have been teaching online courses for years and have the experience to accommodate a wide range of student needs. If additional needs are identified, the University of Maine's Student Accessibility Services will be consulted for this program.

Documentation of the University's Approval Process:
For a new concentration (in an existing, and approved, program), a four-step process is required. Here are the four steps:

Step 1: Program Development

A program concentration, minor, or credit-bearing certificate (CMC) is developed by an academic department in accordance with the University process. The proposal must address the following areas: CMC objectives and content; availability of resources and finances for sustainable CMC support; accommodations for diverse accessibility needs under ADA; documentation of the university's approval process, including letters of support from the university president and provost.

Step 2: University Evaluation

After completion of a program proposal for a new concentration, minor, or credit-bearing certificate, the university-level evaluation is initiated by the distribution of the proposal to the University's normal curricular process. Upon approval, the provost will submit it to the VCAA office for discussion at the next regularly scheduled CAOC meeting (typically within two weeks).

Step 3: University of Maine System (UMS) Evaluation

After completion of the campus program evaluation process, the University of Maine System (UMS) evaluation is initiated by submission of the proposal by the University Provost (or designee) to the Vice Chancellor for Academic Affairs, who will acknowledge receipt of the document and distribute the proposal electronically to members of the CAOC. The CAOC will review and discuss the proposed program at the first available CAOC meeting. After CAOC review, the VCAA has four action options: approve as written; approve with stipulations; return the proposal to the originating university with specific critiques and suggestions for revision; or return the proposal to the initiating university with a specific written rationale for its rejection. Should revisions be required by the VCAA, the revised program proposal must be returned to the University for reevaluation.
Note: Programs of this type do not require BOT approval.

Step 4: Notification and Program Inventory

Notice of final approval of program proposals will be transmitted to the university. After formal notice of approval, the new program is added to the UMS Program Inventory maintained by the VCAA's office.

Letters of Support from the University President and Provost:

As part of the approval process, this application will go to the Graduate Coordinator of the School of Engineering Technology, the Director of the School of Engineering Technology, the Dean of the Maine College of Engineering and Computing, the Dean of the Graduate School of Business, the Associate Provost of the Division of Lifelong Learning, the Dean of the Graduate School, the Provost, and finally the President. An Endorsement page is included at the end of this application to show the various levels of support for this proposed concentration, if required/needed.

Program Approval Page

Program: Professional Science Masters (PSM) in Engineering and Business Proposed New Concentration: Individualized

Signatures: **Date**

05/08/2025

Will Manion, Director, School of Engineering Technology

05/08/2025

Mohamad Musavi, Chair, MCEC Curriculum Committee

5/8/25

Giovanna Guidoboni, Dean, Maine College of Engineering and Computing

Hannah Carter, Associate Provost for Online & Continuing Education

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

Gabriel Paquette, Senior Associate Provost and Acting Associate Vice President of Academic Affairs

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 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

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: Western Cultural Tradition	3
FSN 270 - World Food and Culture	3	General Education Elective	3
FSN 330 - Introduction to Food Science	3		
FSN 340 - Food Processing Lab	1		
General Education: Artistic and Creative Expression	3		
General Elective	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		
General Elective	3		
Fourth Year - Fall		**Fourth Year - Spring**	
ECO 154 - Small Business Economics and Mgt.	3	FSN 401 - Community Nutrition	4
FSN 396- Field Experience in Food Science and Human Nutrition	1	FSN 420 - Medical Nutrition Therapy II	4
501 - Advanced Human Nutrition	3	FSN 506 – Nutritional Assessment	3
FSN 412 - Medical Nutrition Therapy I	3	General Education: Ethics	3
General Elective	3		

Proposed on 4-15-25

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
Total Credits	**30**[a]

[a]*Including 9 credits from the undergraduate career.*

Proposed on 4-15-25

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

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
Total Credits	**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.*

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

Signatory Page

_____

Bryan Peterson Director, School of Food and Agriculture

_____

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

_____

Scott Delcourt Associate Vice President for Graduate Studies and Senior Associate Dean

_____

DLL (if online program)

_____

OVPRDGS

_____

Provost

Proposed on 4-15-25

Office of the Dean and Director
College of Earth, Life, and Health Sciences
Maine Agricultural and Forest Experiment Station

THE UNIVERSITY OF MAINE

Diane Rowland, Ph.D.
5782 Winslow Hall
Orono, Maine 04469
diane.rowland@maine.edu

TO: Gabriel Paquette, Ph.D.
Interim Executive Vice President for Academic Affairs and Provost

FROM: Diane Rowland, Ph.D.
Dean of the College of Earth, Life, and Health Sciences
Director of the Maine Agricultural and Forest Experiment Station

DATE: August 28, 2025

SUBJECT: Program Name Change: SMS MS in Oceanography; SMS MS in Marine Biology; SMS MS in Marine Policy

CC:

The School of Marine Sciences proposes to change the name of the MS in Oceanography, the MS in Marine Biology, and the MS in Marine Policy degrees to an MS in Marine Science beginning September 1, 2025. Within the MS Marine Science degree, we would like to offer concentrations in Marine Biology, Marine Policy, or Oceanography.

- Current Program/CIP: Marine Biology MAB-MS/30.3201; Marine Policy MAP-MS/30.3201; Oceanography OCE-MS/40.0607
- Proposed Program/CIP: Marine Science MAS-MS/30.3201

Marine science has evolved into a highly integrated discipline, with research and professional efforts increasingly spanning biological, physical, and social sciences. A unified degree title better reflects this reality, strengthens our identity as an interdisciplinary program, and improves clarity for prospective students and employers. This change reflects the interdisciplinary nature of our program and the collaborative work already occurring across subfields.

At the same time, offering concentrations allows students to highlight their area of expertise, such as marine ecology, ocean observing, or policy analysis, supporting workforce alignment where specific disciplinary skills are often desired. This structure balances flexibility with focus, and helps students market themselves effectively.

In addition, the change aligns with current job titles (e.g., “marine scientist”) and trends in national labor data. This may enhance visibility, attract new funding, and support recruitment into a modernized, cohesive program.

The condensing of our degrees into a single program with concentrations is part of a broader reorganization of our existing graduate programs and will not require the addition of new coursework, faculty, or institutional resources. These concentrations draw exclusively from current curricular offerings and leverage existing faculty expertise and infrastructure, and no changes to our current programs will be implemented as part of this change. As such, this change represents a restructuring of degree titles and academic tracks to better reflect the interdisciplinary strengths of our program, rather than an expansion of academic or financial commitments.

There are currently 18 active students in the Marine Biology MS program, 4 in the Oceanography MS program, and 2 in the Marine Policy MS program. They will be permitted to graduate with their current program name, or the new name of Marine Science, whichever they prefer. Re-entry students will be required to graduate with the new name of Marine Science.

This proposed name change has been approved and is recommended by the faculty of the School of Marine Sciences.

Signatory page for the proposed change to the names of the master's degrees in the School of Marine Sciences.

The undersigned acknowledge their review and approval of the proposed change to the degree name.

_____	08/28/2025
Heather Hamlin, PhD Director, School of Marine Sciences	Date
_____	08/28/2025
Diane L. Rowland, Ph.D. Dean, College of Earth, Life, and Health Sciences	Date
_____	_____
Kody Varahramyan, Ph.D. Vice President for Research and Dean of the Graduate School	Date
_____	_____
Gabriel Paquette, Ph.D. Interim Executive Vice President for Academic Affairs and Provost	Date

Office of the Dean and Director
College of Earth, Life, and Health Sciences
Maine Agricultural and Forest Experiment Station

THE UNIVERSITY OF MAINE

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TO: Gabriel Paquette, Ph.D.
Interim Executive Vice President for Academic Affairs and Provost

FROM: Diane Rowland, Ph.D.
Dean of the College of Earth, Life, and Health Sciences
Director of the Maine Agricultural and Forest Experiment Station

DATE: August 28, 2025

SUBJECT: Program Name Change: SMS Ph.D. in Oceanography; SMS Ph.D. in Marine Biology

CC:

The School of Marine Sciences proposes to change the name of the PhD in Oceanography and the PhD in Marine Biology degrees to a PhD in Marine Science beginning September 1, 2025. Within the PhD Marine Science degree, we would like to offer concentrations in Marine Biology or Oceanography.

- Current Program/CIP: Marine Biology MAB-PHD/30.3201, Oceanography OCE-PHD/40.0607
- Proposed Program/CIP: Marine Science MAS-PHD/30.3201

Marine science has evolved into a highly integrated discipline, with research and professional efforts increasingly spanning biological, physical, and social sciences. A unified degree title better reflects this reality, strengthens our identity as an interdisciplinary program, and improves clarity for prospective students and employers. This change reflects the interdisciplinary nature of our program and the collaborative work already occurring across subfields.

At the same time, offering concentrations allows students to highlight their area of expertise, such as marine ecology, ocean observing, or policy analysis, supporting workforce alignment where specific disciplinary skills are often desired. This structure balances flexibility with focus, and helps students market themselves effectively.

In addition, the change aligns with current job titles (e.g., “marine scientist”) and trends in national labor data. This may enhance visibility, attract new funding, and support recruitment into a modernized, cohesive program.

The condensing of our degrees into a single program with concentrations is part of a broader reorganization of our existing graduate programs and will not require the addition of new coursework, faculty, or institutional resources. These concentrations draw exclusively from current curricular offerings and leverage existing faculty expertise and infrastructure, and no changes to our current

programs will be implemented as part of this change. As such, this change represents a restructuring of degree titles and academic tracks to better reflect the interdisciplinary strengths of our program, rather than an expansion of academic or financial commitments.

There are currently 21 active students in the Marine Biology PhD program, and 6 students in the Oceanography PhD program. They will be permitted to graduate with their current program name, or the new name of Marine Science, whichever they prefer. Re-entry students will be required to graduate with the new name of Marine Science.

This proposed name change has been approved and is recommended by the faculty of the School of Marine Sciences.

Signatory page for the proposed change to the names of the doctoral degrees in the School of Marine Sciences.

The undersigned acknowledge their review and approval of the proposed change to the degree name.

08/28/2025

Heather Hamlin, Ph.D.
Director, School of Marine Sciences

Date

08/28/2025

Diane L. Rowland, Ph.D.
Dean, College of Earth, Life, and Health Sciences

Date

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

Date

Gabriel Paquette, Ph.D.
Interim Executive Vice President for Academic Affairs and Provost

Date

Rationale for Integrating the Master of Science Degrees in Spatial Computing

March 2025

The School of Computing and Information Science (SCIS) currently offers two distinct Master of Science (MS) degrees in Spatial Computing:

1. **Master of Science in Spatial Information Science and Engineering (Thesis or Graduate Project) (respectively, SIE-MS, SIE-Grad Project)** – The SIE-MS option is a long-standing, research-based thesis program primarily serving as a pathway to the PhD, while the SIE-Grad Project option is research-based but non-thesis MS option designed for students interested in applied research without the commitment to a full thesis
2. **Master of Science in Spatial Informatics (MSSI)** – An online, coursework-based MS program aligned with the GIS Certificate, allowing flexibility for professionals in the field.

While these programs have each served unique student populations, enrollment trends, industry needs, and academic efficiencies suggest that consolidating them into a **single, flexible MS program** will better serve both students and the field of spatial computing. While integrating the existing programs into one degree, student options remain as varied as before with the different degrees and all options are preserved.

Key Reasons for Integration

1. Increased Enrollment & Streamlined Pathways

- Since the removal of the MSc requirement for PhD admission in 2008, **SIE-MS enrollment has declined**, as many research-focused students now enter the PhD program directly.
- The **SIE-Grad Project option gained traction** because it allows students to engage in research without the intensive commitment to a thesis, accommodating those with academic and professional aspirations.
- The **MSSI program has evolved** to align with the GIS Certificate, creating a seamless transition into an MS degree for students completing the certificate, usually online.

By integrating these programs, students will benefit from **a unified degree with multiple pathways** (thesis, project, or coursework), rather than navigating separate programs with overlapping curricula.

2. Greater Flexibility to Meet Diverse Student Goals

- **Academia & Research Pathway** – Students interested in pursuing a PhD can still opt for a research-based thesis track.
- **Applied Research & Industry Pathway** – A graduate project option allows for hands-on, applied research experiences that prepare students for careers in government, industry, and consulting.
- **Professional & Workforce Development Pathway** – A coursework-based option (akin to MSSI) supports working professionals seeking advanced knowledge in spatial computing without a research component. They can take all classes online.

By housing all three pathways under a **single, integrated MS degree**, students can select the route that best fits their career objectives **without the confusion of multiple program names and structures**.

3. Operational Efficiency & Academic Consistency

- Faculty currently support three different degree structures, leading to **redundancies in advising, and program administration**.
- Many of the **core courses overlap** between the two degrees, which means that students often follow similar academic tracks despite being in different programs.
- A unified degree structure would **simplify administration, advising, and marketing efforts**, making it easier for prospective students to understand their options.

4. Strengthening the School's Identity in Spatial Computing

- Having multiple MS degrees in similar fields **dilutes the branding and recognition of the program**.
- The new degree is renamed to **MS in Spatial Computing**. The modernized degree name reflects current industry standards, technologies, and practices. The name is more appealing and relevant to prospective students, increasing enrollment and interest in the program. Furthermore, employers may be more inclined to hire graduates from a program that has a name reflecting modern skill sets and job roles.
- A single MS in **Spatial Computing** would enhance the program's visibility and reputation in both academic and professional circles.
- Many peer institutions already offer **more streamlined graduate programs in GIScience, Spatial Informatics, and Geospatial Technologies**, positioning them more competitively in attracting students.

Proposed Integrated Program Structure

The newly integrated **Master of Science in Spatial Computing** could offer:

1. **Thesis Track (Research Focus, PhD Prep)** – Retaining the rigorous, research-based training for students planning to pursue doctoral studies.

2. **Graduate Project Track (Applied Research Focus)** – Allowing students to engage in research while emphasizing professional applications.
3. **Coursework Track (Professional Focus)** – Supporting working professionals through an online, flexible learning pathway.

Each track would retain its key features while benefiting from **a common core curriculum and shared faculty expertise**.

The propose integrated Master of Science in Spatial Computing program has the following curriculum:

Required Courses (12 credits)	**Coursework**		**Project**	**Thesis**
SIE 507 - Information Systems Software Engineering (3)	3		3	3
Breadth Requirement (at least 3 out of 5 areas)				
Formal -	3	required		
Spatial Interaction -				
Database -	6	required		
GIS -	6	required		
Law -				
Total required in Breadth Areas	**18**		**12**	**12**
Qualifying Database Courses				
SIE 550 - Design of Information Systems (3)		required		
SIE 555 - Spatial Database Systems (3)				
SIE 557 - Database System Applications (3)		required		
SIE 558 - Real-Time Sensor Data Streams (3)				
SIE 559 - GeoSensor Networks (3)				
Qualifying Formal Courses				
SIE 505 - Formal Foundations for Information Science (3)		Option Formal-A		
SIE 554 - Spatial Reasoning (3)				
SIE 580 - Ontology Engineering Principles (3)		Option Formal-B		
Qualifying GIS Courses				
SIE 509 - Principles of Geographic Information Systems (3)		required		

SIE 510 - GIS Applications (3)		Option GIS-A		
SIE 512 -Spatial Analysis (3)		Option GIS-B		
Qualifying Law Courses				
SIE 525 - Information Systems Law (3)				
Qualifying Spatial Interaction Courses				
SIE 515 - Human Computer Interaction (3)				
SIE 516 - Virtual Reality Research and Applications (3)				
SIE 517 - Spatial Interaction Design (3)				
Project Option				
SIE 589 - Graduate Project (3)			3	
6 CR from breadth areas			6	
Total			**9**	
Thesis Option				
SIE 501 - Introduction to Graduate Research (1)				1
SIE 502 - Research Methods (1)				1
INT 601 - Responsible Conduct of Research (1)				1
Thesis credits (6)				6
Total				**9**
Electives				
Any SIE courses not counted towards meeting the Breadth Requirement (3), including:				
SIE 508 - Object-Oriented Programming (3)				
SIE 590 - Information Systems Internship (3)				
Other appropriate electives, for example:				
COS 400+				
DIG 500 - Introduction to Digital Curation				
DIG 510 - Metadata				
DIG 540 - Digital Collections and Exhibitions				
DIG 550 - Digital Preservation				
DSE 510 - Data Science Practicum				
ECE400+				
CIS 461/DSC 461 (UMA): Spatial-Temporal Information Science				

GEO 605 (UM): Remote Sensing				
GIS 420: Remote Sensing and Image Analysis				
GIS 426: Community Applications of GIS				
GIS 428: Web-Based Maps, Applications and Services				
SMS 540: Satellite Oceanography				
SVT 437: Practical GPS				
SVT 531: Advanced Digital Photogrammetry				
SVT 532: Survey Strategies in Use of Lidar				
CYB 520 - Cybersecurity Policy and Risk Management				
CYB 524 - Cybersecurity Enterprise Architecture				
CYB 551 - Cybersecurity Investigations				
CYB 561 - Cybersecurity Operations				
	12		9	9
Total Credit Hours Required - (30)	30		30	30

Proposed Graduate Catalog Description:

Master of Science in Spatial Computing

Total Credit Hours Required: 30

The Master of Science in Spatial Computing is a 30-credit graduate program designed to provide students with expertise in areas of spatial computing such as geographic information systems (GIS), and database management, formal foundations, artificial intelligence and spatial human computing interaction. The program includes both coursework and research components, allowing students to tailor their studies to their academic and professional goals. Students may choose between a **Coursework**, a **Project** or a **Thesis Option** to complete their degree.

Core Requirements (12 credits)

All students must complete the following core coursework:

- SIE 507 - Information Systems Software Engineering (3 credits)
- Breadth requirements (9 credits)

Breadth Requirement (9 credits)

Students must take courses from at least **three out of five** designated breadth areas. Each area has specific course requirements:

Formal Methods

- SIE 505 - Formal Foundations for Information Science (3 credits)
- SIE 554 - Spatial Reasoning (3 credits)
- SIE 580 - Ontology Engineering Principles (3 credits)

Database Systems

- SIE 550 - Design of Information Systems (3 credits) *(Required)*
- SIE 555 - Spatial Database Systems (3 credits)
- SIE 557 - Database System Applications (3 credits) *(Required)*
- SIE 558 - Real-Time Sensor Data Streams (3 credits)
- SIE 559 - GeoSensor Networks (3 credits)

Geographic Information Systems (GIS)

- SIE 509 - Principles of Geographic Information Systems (3 credits)
- SIE 510 - GIS Applications (3 credits)
- SIE 512 - Spatial Analysis (3 credits)

Law

- SIE 525 - Information Systems Law (3 credits)

Spatial Interaction

- SIE 515 - Human Computer Interaction (3 credits)
- SIE 516 - Virtual Reality Research and Applications (3 credits)
- SIE 517 - Spatial Interaction Design (3 credits)

Thesis Option:

Thesis Option (9 credits)

- SIE 501 - Introduction to Graduate Research (1 credit)
- SIE 502 - Research Methods (1 credit)
- INT 601 - Responsible Conduct of Research (1 credit)
- Thesis credits (6 credits)

Project Option:

Project Option (9 credits)

- SIE 589 - Graduate Project (3 credits)
- Additional 6 CR from breadth areas

Coursework Option:

For the coursework option, courses in the areas of formal methods, database systems and geographic information systems are required as indicated below. If two options are available, one has to be selected to satisfy the required breadth area. All other courses can count as electives.

Formal Methods (3 credits required)

- SIE 505 - Formal Foundations for Information Science (3 credits) *(Option Formal-A)*
- SIE 554 - Spatial Reasoning (3 credits)
- SIE 580 - Ontology Engineering Principles (3 credits) *(Option Formal-B)*

Database Systems (6 credits required)

- SIE 550 - Design of Information Systems (3 credits) *(Required)*
- SIE 555 - Spatial Database Systems (3 credits)
- SIE 557 - Database System Applications (3 credits) *(Required)*
- SIE 558 - Real-Time Sensor Data Streams (3 credits)
- SIE 559 - GeoSensor Networks (3 credits)

Geographic Information Systems (GIS) (6 credits required)

- SIE 509 - Principles of Geographic Information Systems (3 credits) *(Required)*
- SIE 510 - GIS Applications (3 credits) *(Option GIS-A)*
- SIE 512 - Spatial Analysis (3 credits) *(Option GIS-B)*

Law (Optional)

- SIE 525 - Information Systems Law (3 credits)

Spatial Interaction (Optional)

- SIE 515 - Human Computer Interaction (3 credits)
- SIE 516 - Virtual Reality Research and Applications (3 credits)
- SIE 517 - Spatial Interaction Design (3 credits)

Electives (9 credits required)

Students may take elective courses to supplement their learning. Electives may include any SIE courses not counted towards the Breadth Requirement or other approved courses such as:

- *SIE 508 - Object-Oriented Programming (3 credits)*
- *SIE 590 - Information Systems Internship (3 credits)*
- *COS 400+*
- *DIG 500 - Introduction to Digital Curation*
- *DIG 510 - Metadata*
- *DIG 540 - Digital Collections and Exhibitions*
- *DIG 550 - Digital Preservation*
- *DSE 510 - Data Science Practicum*
- *DSC525 (UMA) - Introduction to Machine Learning*
- *ECE 400+*
- *CIS 461/DSC 461 (UMA) - Spatial-Temporal Information Science*
- *GEO 605 (UM) - Remote Sensing*
- *GIS 420 - Remote Sensing and Image Analysis*
- *GIS 426 - Community Applications of GIS*
- *GIS 428 - Web-Based Maps, Applications and Services*
- *SMS 540 - Satellite Oceanography*
- *SVT 437 - Practical GPS*
- *SVT 531 - Advanced Digital Photogrammetry*
- *SVT 532 - Survey Strategies in Use of Lidar*
- *CYB 520 - Cybersecurity Policy and Risk Management*
- *CYB 524 - Cybersecurity Enterprise Architecture*
- *CYB 551 - Cybersecurity Investigations*
- *CYB 561 - Cybersecurity Operations*

This program provides a robust foundation in spatial computing, preparing graduates for careers in spatial systems engineering, data science, GIS, and spatial computing. Students will gain hands-on experience through their chosen graduate project or thesis research while also developing interdisciplinary expertise in AI, data science, digital curation, and cybersecurity.

Required Courses (12 credits)	Coursework
SIE 507 - Information Systems Software Engineering (3)	3
Total required Course: (A)	3
Breadth Area Requirement (at least 3 out of 5 areas)	
Formal -	3
Spatial Interaction -	
Database -	6
GIS -	6
Law -	
Total required in Breadth Areas (B)	15
Sum: A+B = (C)	18
Electives	
Total in Electives: (D)	12
Total Credit Hours Required (C+D)	30

Required Courses (12 credits)	Project
SIE 507 - Information Systems Software Engineering (3)	3
Total required Course: (A)	3
Breadth Area Requirement (at least 3 out of 5 areas)	Choose any 3 BA (9CR)
Formal -	
Spatial Interaction -	
Database -	
GIS -	
Law -	
Total required in Breadth Areas (B)	9
Sum: A+B = (C)	12
Project Option	
SIE 589 - Graduate Project (3)	3
6 CR from breadth areas	6
Total for Project-specific Credits (D)	9
SUM: C+D (E)	21
Total in Electives: (F)	9
Total Credit Hours Required: E + F	30

Required Courses (12 credits)	Thesis
SIE 507 - Information Systems Software Engineering (3)	3
Total required Course:	3
Breadth Area Requirement (at least 3 out of 5 areas)	Choose any 3 BA (9CR)
Formal -	
Spatial Interaction -	
Database -	
GIS -	
Law -	
Total required in Breadth Areas (B)	9
Sum: A+B = (C)	12
Thesis Option	
SIE 501 - Introduction to Graduate Research (1)	1
SIE 502 - Research Methods (1)	1
INT 601 - Responsible Conduct of Research (1)	1
Thesis credits (6)	6
Total for Thesis-specific Credits: (D)	9
SUM: C+D (E)	21
Total in Electives: (F)	9
Total Credit Hours Required: E + F	30

MS in Spatial Computing
S. Nittel

6/11/2025

New Media Curriculum Modification signature page

ENDORSEMENTS: *Please print and sign name* **DATE**

Leader, Initiating Department/Unit

April 15, 2025

MCEC, College Curriculum Committee

Mohamad Musavi April 25, 2025

Dean, Maine College of Engineering and Computing

April 28, 2025

CLAS, College Curriculum Committee

April 28, 2025

Dean, College of Liberal Arts and Sciences

7-9-25

Vice President Research and Dean of the Graduate School

Kody Varahramyan
