THE UNIVERSITY OF MAINE Graduate School

Graduate Board
Thursday, September 24, 2020
By Zoom:
Join Zoom Meeting
ID: 97608527287 Password: 918546

3:15 pm

AGENDA

1. Welcome and introductions

2. Review and approval of the May 14, 2020 Graduate Board minutes

3. September 15, 2020 Graduate Curriculum Committee report

4. Announcements

   - Overview of research and graduate enrollment efforts – Vice President Varahramyan
   - Graduate enrollment/diversity plan – Fiona Libby
   - Graduate Flash Surveys – Katie Rossignol
   - UMaineGRAD – Katie Rossignol
   - Graduate Program Landing Pages and call for edits - Crystal Burgess
   - Continued discussion on the development of graduate program learning outcomes – next steps

5. Review of program/curricular changes:

   - Proposed graduate certificate in *One Health and the Environment* (attached)
   - Update on the proposal for a MS in *Data Science and Engineering*
   - Update on plan for a doctoral program in *Physical Therapy*

6. Setting priorities for AY20-21

7. Items arising

Graduate Board
Thursday, May 14, 2020
By Zoom: Join Zoom Meeting
ID: 98634030543, Password: Kn75uQgfQ4
By Phone: tel:+13017158592, 98634030543#
Note change in time: 3:30 pm

AGENDA

Attendance: P. Agrrawal, J.Baillinger, C. Beitl, D. Bousfield, T. Bowden, S. Delcourt, D. Dryer, S. Ell, W. Gramlich, K. Evans, N. Hall, Z. Jin, K. Kreutz, O. Smith, M.Larocque, J. McClymer, I. Metta, S. Jain, A. Knowles, D. Rooks-Ellis, S. Butler, A. Knightly, P. Poirier, C. Sponarski, L. Rickard, K. Vekasi, T. Yoo, H. Onsrud, M. Tajvidi, S. Zare, K. Rossignol, J. Bonnet, S. Ohno, E. Pandiscio, F. Peterson, Y. Zhu.

Call to order 3:34pm

Congratulations to Keith Evans and Kristin Vekasi for their recent promotions to the rank of Associate Professor.

1. Review/approval of April 23, 2020 Graduate Board minutes
No corrections – unanimous vote to approve.

2. Review/approval of the April 28, 2020 Graduate Curriculum Committee report
There were 3 new courses reviewed on April 28:
BIO 515 - Thermal Ecology - Animals and Climate Change
EES 595 - Professional Experience in Ecology and Environment
SWK 586- Advanced Clinical Social Work Practice in Integrated Healthcare

Andy Knightly asked about the language within the syllabus that says anything that is below a B- is considered a failing grade – vs. not usually accepted for credit (how we have generally spoken about it). S. Delcourt took it under advisement for a potential change to the Policies and Regulations.

Modifications
HTY 502 - American Intellectual History
HTY 507- American History to the Civil War

Five courses arrived for review after April 28 and four did not make it due to corrections needed. Two Anthropology (GIS courses), Two Nursing Courses,
SVT 542 – Applied Hydrographic Surveying – did pass via email

Four special ed courses – had initially been reviewed by Curriculum Committee on March 31, but required further revision before approval:

New courses:
SED 546- Intervention for Writing Difficulties
SED 587- Collaborations and Transitions for Special Educators

Modifications:
SED 605 - Seminar in Special Education
SED 620- Critical and Creative Thinking and Panel Review

Jim McClymer motioned to accept the graduate curriculum committee report and Carly Sponarski seconded the motion.

Discussion: H. Onsrud asked about the GIS courses in Anthropology and when they may be approved. S.Delcourt stated that the courses are being taught experimentally by Tora Johnson, UMM faculty member and member of the UMaine Graduate Faculty. Delcourt stated that rather than these graduate courses being offered through UMM to UMaine graduate students, it would work better if they were listed as UMaine courses where they could go through the same graduate course approval process as other UMaine graduate courses. Mehdi Tajvidi also expressed the need to better coordinate GIS offering across UMaine departments. Delcourt agreed to call a meeting of stakeholders to discuss these issues prior to formal approval of the two ANT GIS courses.

Scott Delcourt stated that Anthropology was the sponsoring department for the two experimental course offered this year since they traditionally have graduate students who benefit from these courses. There were 2 UMaine students enrolled in the ANT 520 course.

Harlan Onsrud also expressed concern about graduate programs popping up in other campuses – i.e. Cyber Security at UMA. Delcourt agreed that the issue of establishing appropriate governance processes for graduate programs must be addressed at the UM System, especially in light of the move towards single accreditation.

Unanimous approval of the Curriculum Committee report.

3. Updates:

- Commencement – unique celebration planned this year without a live ceremony–will have a video recording of graduate names on the scoreboard, virtual yearbook, most outstanding student listing. Sandy Butler asked about how the students

were recognized in the past – last year was just in the program and not as names were read.
Tentative date for October - but, would be dependent upon state COVID-19 guidance at that time. If we cannot celebrate 2020 graduates in October, we will either include them in the May 2021 ceremonies or have a separate ceremony for them in May of 2021 dependent upon interest.

- ***Define Tomorrow*** initiative – deadline for submission of ideas is tomorrow (May 15, 2020). The Graduate School has submitted ideas on increasing enrollment. The Graduate School submitted a proposal to discount tuition for displaced Maine workers and K12 school employees, borrowing from tuition discounting ideas used in SCIS and in the MBA program. These ideas were presented as a means of service to the State. If GB members have an idea – please submit it before the deadline tomorrow.

- Dissertation Fellowships – The Graduate School is offering summer fellowships this year in a different manner – without the room in Stodder due to COVID-19 This would be a monetary only support – and trying to do some cost sharing with programs who can assist, so that we can fund more students given the higher need due to COVID. The Graduate School is also waiving the registration requirement for the summer if there are students who need to defer graduation from May to August due to impeded progress on research.

- Summer programming – Katie Rossignol - events for the summer. Writing Group – coordinating with Paige Mitchell in the Writing Center. We will be offering an hour 2 times a week on Tuesdays and Thursdays during the month of July. Journal Club this summer in correlation with the Library – this will all happen via Zoom. Message kathryn.rossignol@maine.edu. Graduate School is planning on offering Mug Club via Zoom in the fall. June 15 - deadline to get all materials in for May graduates. S. Butler asked if it is ok to have students contact Katie about degree conferral. Transcripts are available 2 weeks after degree conferral.

- Encouraging students to register as early as possible – it is needed for retention, preserving graduate course offerings, and processing assistantships. Classes not meeting minimum enrollment will run the risk of being cancelled. S. Delcourt worked with the Bursar's office this year to delay the fall bill due date to September 15, 2020 and the late charges until the end of September.

- New graduate student orientation- working on the assumption that the University may be remote in the fall. In mid-June we will make a decision if we can host a brief event on campus. Graduate students Tori Hood and Jennifer Jain are working on the project. Our goal is to make all of the information available online.

4. Roll call of Graduate Board membership – Mehdi Tajvidi will not be on the Graduate Board next year, and Yifeng Zhu will not join us next year as Vince Weaver will return from sabbatical.

5. Election of 2020-21 Executive Committee members – same as this year were nominated. S.Butler made a motion to approve and the Graduate Board voted unanimously to re-elect the current committee members:
Carly Sponarski
Dylan Dryer
Jim Artesani
Pank Agrrawal
Shaleen Jain

If GB member is interested in joining the 2021-22 Executive Committee, let S. Delcourt know.

6. COVID-19 and impact on graduate applications, admissions, and enrollment:

- Planning for summer and fall terms – PPE being ordered and put in place currently. Planning for classroom space accommodations. Geremy Chubbuck is working on logistics within UMaine classroom spaces. We are looking at major issues regarding classroom space as it relates to social distancing and most of the classes larger than 50 students may have to go to remote learning.

Other considerations – do we open up classrooms for graduate students only? Does it make sense for graduate students to meet face to face?

VP for Enrollment Management Chris Richards is also concerned about first year students looking for the in person college experience and what impact the University not opening will have on undergraduate enrollment.

There are several contingency plans being made right now to address what the University does under various conditions.

Will Gramlich asked if Graduate School would be considered separately from the rest of the University. Scott stated that is under consideration due to the general small class size for graduate students and the need for students to be in the labs.

Is the 6 foot distancing enough with air circulating in classrooms, etc… face masks, rapid testing may be options. It is more likely than not that most of the classes will be remote based upon current restrictions and faculty teaching preferences.

Owen Smith asked about considerations for graduate students needing to have lab or equipment access. Not having access could have a significant impact on graduate students' research.

- Finding additional capacity in graduate programs – Vice President and Dean Varahramyan sent out a note encouraging flexibility in enrollment. It is still up in the air about students' abilities to travel – and we may have a shortage of graduate TAs and RAs due to students not be ale to travel. U.S. students who have been on campus in the

past may be paid for doing work remotely – but, not students who have never matriculated on campus. If your program has admitted international students, please check in on them to see if they are able to attend in the fall. Jason Aylmer in the Graduate School is helping to coordinate this effort.

W. Gramlich – what happens if embassies are closed? Will they open in time. Scott mentioned that Orlina had told him that the embassies are beginning to open this month and more expected next month.

L.Rickard asked for clarification regarding students that aren't physically located in Maine – if they would be able to be paid for completing research, teaching, or GA work remotely.

Programs may want to consider admitting additional students to ensure you fill your programs as well as any assistantships vacancies.

7. Review of program/curricular changes:

- Proposed MBA concentrations in Healthcare Systems (attached)

This has come before the Grad Board before with a different name. It was tabled due to the need for USM public health courses to be used. Jamie Ballinger mentioned that USM requested that "Policy" be removed from the title – which has been changed in this revised proposal.
Motion to approve conditionally – Owen Smith. Approved with the condition of providing a signature page indicating USM's endorsement of the cincentration. T. Yoo abstained from vote.

Proposed Graduate Certificate in Rural and Environmental Health (attached) – David Harder (UMaine Medicine) has been working on the development of this program based on feedback from Northern Light and St. Joseph's health care systems. UMaine and USM (Muskie School – policy strength) will explore collaboration on a Public Health program. Certificate planning committee picked courses that would relate to environmental and rural health, but allow some flexibility for individual student needs. Master of Public Health has 15-21 elective credits involved so the proposed certificate could fit into the MPH curriculum. Carly Sponarski has been a part of this discussion with USM. Discussion includes asking USM to potentially move some of the courses online. There is a rumor that Husson is working on a MPH program as well. No discussion was offered. VP Research and Dean of Graduate School and the Provost are aware of the program – and would like to establish some cooperation between the two campuses.

Motion to move the certificate proposal forward – Doug Bousfield. Carly Sponarski abstained from the vote. Otherwise unanimous approval to move forward.

- 4+1 plan for MEd in Special Education – Deborah Rooks-Ellis

Off campus option - UMaine an existing 4+1 program with UMM. UMA 4+1 plan is

based on using the same 4 courses offered by UMM.

On campus option – UMaine undergrads from specific programs (e.g.communication sciences and disorders; human development) that may want to pursue a MEd in Special Education. Potentially 400 level courses that would count toward both the undergrad program and Med could be selected by the students' advisors.
Deborah mentioned that she used Owen Smith's 4+1 as a model.

Monique LaRocque asked if this would be limited to just UMA, UMM and UMaine? (Concerning UMF and UMPI offering similar programs.)

Unanimous approval to move this 4+1 option forward.

8. DRAFT graduate program learning outcomes fall along three main themes:

Understand, interpret, shape, and augment the knowledge base by

- Contributing research, scholarship, creative work, and informed practice to our developing understanding of the social and material world;
- Staying abreast of methodological, pedagogical, and professional advances;
- Consuming research for continuing professional knowledge and practice; and
- Committing to professional development through engagement in professional societies and other knowledge-transfer modes.

Share disciplinary expertise openly, effectively, and accurately by

- Accurately distilling and disseminating complex expertise to help solve problems;
- Responsibly integrating developing research consensus into professional best-practices;
- Working collaboratively across domains to develop new insights and effective practices;
- Responding with principled recommendations to emerging concerns that confront their communities of practice; and
- Respectfully observing (and where necessary, helping to shape) the communicative conventions of the community of practice.

Demonstrate responsible and ethical practice by

- Attending to sustainability, responsiveness, and potential long-term implications when engaging local-global context and communities;
- Learning from and working respectfully with diverse cultural perspectives, knowledge-systems, and priorities;
- Giving and acting on productive feedback;
- Complying with best-practices in methodology and pedagogy and in making informed recommendations to employers, coworkers and the broader public; and
- Maintaining a critical awareness of structural inequities in their communities of practice and working to redress them.
- Assuring that context- and discipline-informed modes of inquiry are safe.

These three themes should be broad enough to work for all graduate programs at all levels (certificate, masters, and doctoral). Please bring these back to your program and see if your program's current learning outcomes relate to these three themes. If your program does not have learning outcomes, please build them using these themes as well the underlying bullets for guidance. We will revisit this effort in the fall.

Deans have been asked to provide information on *programs for examination* as determined by UMS. Deans are to ensure that program web pages and information include learning pathways (core curriculum) and program learning outcomes for each undergraduate and graduate program. This will be needed for the next round of institutional accreditation.

Owen Smith wished to recognize Dylan Dryer's efforts on this project into something inclusive and highly implementable.

9. Items arising

Welcome Saman Zare as the new GSG President.

S. Delcourt thanked all Graduate Board members for their service and wished everyone a safe and relaxing summer.

Meeting Adjourned 5:35pm

CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on September 15th, 2020 and, is recommending the following courses to the Graduate Board for approval at its September 24th meeting.

New Courses:

ANT 560 Research Design and Methods

ECO 553 Financial Economics

EHD 577 Discourse Analysis

FSN 560 Research Methods in Community Nutrition

Modifications:

ANT 553 Institutions and the Management of Common Pool Resources

September

To: **Curriculum Committee:**
Scott Delcourt
Qian Xue
Steve Evans
Craig Mason
Grant Miles
Josh Kelley
Deborah Rollins
Lisa Stilley
Dagmar Moravec

Fr: Trish Perry, Grad School

Re: **Curriculum Committee, September 15, 2020 Via Zoom**

The following courses will be presented on **Tuesday, September 15, 2020, at 1:30 pm**

1. **1:50-2:05 ANT 553 and ANT 560** Christine Beitl
2. **2:10-2:20 EHD 577** Elizabeth Hufnagel
3. **2:30-2:40 FSN 560** Jade McNamara
4. **2:45-2:55 ECO 553** Thomas Wiesen

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to graduate@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT Anthropology

COURSE DESIGNATOR ANT COURSE NUMBER 560 EFFECTIVE SEMESTER Spring 2021

COURSE TITLE Research Design and Methods

REQUESTED ACTION

NEW COURSE (check all that apply, complete Section 1, and submit a complete syllabus):

- [x] New Course
- [ ] New Course with Electronic Learning
- [ ] Experimental

MODIFICATION (Check all that apply and complete Section 2):

- [ ] Designator Change
- [ ] Number Change
- [ ] Title Change
- [ ] Description Change
- [ ] Prerequisite Change
- [ ] Credit Change
- [ ] Cross Listing (must be at least 400-level)[1]
- [ ] Other (specify) _____

ELIMINATION:

- [ ] Course Elimination

ENDORSEMENTS

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

Leader, Initiating Department/Unit(s)

Gregory Zaro Digitally signed by Gregory Zaro Date: 2020.04.07 11:52:17 -04'00'

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

College Dean(s)

Graduate School [sign and date]

1. Courses cross-listed below 400-level require the permission of the Graduate School.

SECTION 1 (FOR NEW COURSE PROPOSALS)

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

ANT560-Research Design and Methods; Prerequisites: Graduate Standing; 3 credits.This seminar course for graduate students emphasizes the integration of social science theories and methods for the development of research proposals. In this course, students define a research problem, identify a set of research questions or hypotheses, and design a plan of action to carry out their own research. In the process, students become familiar with research ethics, IRB protocols, and a suite of methodological tools used by anthropologists and others to produce social science research. In-class discussions allow students to critically assess benefits and limitations of various field methods, qualitative vs. quantitative approaches, and analytical techniques. In-class workshops allow students to discuss their own research ideas on a regular basis with classmates and instructor while turning those ideas into a proposal. By the end of the course, students will have a solid research proposal that can be adapted for submission to various funding agencies.

Components (type of course/used by Student Records for MaineStreet) – *Multiple selections are possible for courses with multiple non-graded components:*

- ☐ Applied Music
- ☐ Clinical
- ☐ Field Experience/Internship
- ■ Research
- ☐ Studio
- ☐ Laboratory
- ■ Lecture/Seminar
- ☐ Recitation
- ☐ Independent Study
- ☐ Thesis

Text(s) planned for use:

Bernard, H. R. 2006. Research Methods in Anthropology: Qualitative and Quantitative Approaches. Oxford, UK: AltaMira Press.
McGrew, J. C. & C. B. Monroe. 2000. An Introduction to Statistical Problem Solving in Geography. Boston: McGraw-Hill.

Course Instructor (include name, position, teaching load):

Christine Beitl, Associate Professor of Anthropology, 2/2

Reason for new course:

This course satisfies the research methods requirement for the MA and PhD programs in Anthropology and Environmental Policy. While the course content is not the same, it replaces a course entitled, "Numerical Methods in Anthropology" which was a course in quantitative analysis taught by Jim Roscoe, who is now retired. The course is not a core requirement, but one of many choices students may elect to satisfy their methods requirement. It is hghly recommended for students in their 2-4 semester of a PhD program as they plan their research prospectus for their committee and external funding agencies. The course will be offered every two years in the fall semester with an expected enrollment of 5-10 graduate students and 5-10 undergraduate students. The course will be offered as a "split level" course for advanced undergraduate students working on independent research, capstone, or honors thesis projects. As such, there will be opportunities for peer mentor relationships among graduate and undergraduate students. We also expect the course to draw students from beyond the anthropology program, but most importantly, it will provide anthropology students with the necessary training in research design and methods.

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

- ◉ No. The department will not request additional resources for this course.
- ○ Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

To our knowledge,there are no other courses like this for graduate students.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CED, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

This course will be offered every two years and will not result in overload salary payments to anyone.

ANT 560: RESEARCH DESIGN & METHODS

University of Maine, Spring 2021

Instructor:	Dr. Christine M. Beitl	**Class meetings:**
Email:	christine.beitl@maine.edu	Wed 1:00-3:50pm
Office:	228A South Stevens Hall	S. Stevens Hall
Telephone:	(207) 581-1893	Room 232
Office hours:	Tues 3:30-4:30pm or by appt.	

**** The syllabus is a general plan for the course; deviations may be necessary and will be announced in class ****

COURSE CREDITS: 3
PREREQUISITES: GRADUATE STANDING REQUIRED

COURSE DESCRIPTION

This seminar course for graduate students emphasizes the integration of social science theories and methods for the development of research proposals. In this course, students define a research problem, identify a set of research questions or hypotheses, and design a plan of action to carry out their own research. In the process, students become familiar with research ethics, IRB protocols, and a suite of methodological tools used by anthropologists and others to produce social science research. In-class discussions allow students to critically assess benefits and limitations of various field methods, qualitative *vs.* quantitative approaches, and analytical techniques. In-class workshops allow students to discuss their own research ideas on a regular basis with classmates and instructor while turning those ideas into a proposal potentially worthy of funding. By the end of the course, students will have a solid research proposal that can be adapted for submission to various funding agencies.

LEARNING OUTCOMES

By the end of this course, students will:
1) Understand the fundamentals of research design, including the content, structure, and purpose of research proposals.
2) Demonstrate their ability to problematize a topic of their choice, including identification of critical gaps in knowledge and/ or key debates.
3) Demonstrate their ability to design a research plan with a detailed description of methodological procedure, indicating preparedness to carry out the research.

TEXT(S) PLANNED FOR USE

Artur and Hillhorst (2012). Everyday realitiies of climate change adaptation in Mozambique. Global Environmental Change.

--- (2011) Socioecological approaches for combining ecosystem-based and customary management in Oceania. Journal of Marine Biology, 2011, Article ID 845385, 13 pages, http://dx.doi.org/10.1155/2011/845385.

Aswani, S. & M. Lauer (2006) Incorporating Fishermen's Local Knowledge and Behavior into Geographical Information Systems (GIS) for Designing Marine Protected Areas in Oceania. Human Organization, 65, 81-102.

Bernard, H. R. 2006. Research Methods in Anthropology: Qualitative and Quantitative Approaches. Oxford, UK: AltaMira Press.

Billo, E. & A. Mountz (2015) For institutional ethnography: Geographical approaches to institutions and the everyday. Progress in Human Geography.

Bustamante, D., De Urioste-Stone, S.M., & P. Pennington. (2014). Ecological, social and biological risk factors for continued Chagas disease transmission by Triatoma dimidiata in Guatemala. PLoS ONE 9(8):

Feurt, C. 2006. Cultural Models - a Tool for Enhancing Communication and Collaboration in Coastal Resources Management: A Primer for Coastal Training Program Coordinators In National Estuarine Research Reserves. The NOAA/UNH Cooperative Institute for Coastal and Estuarine Environmental Technology (CICEET).

Guest, G., A. Bunce & L. Johnson (2006) How Many Interviews Are Enough?: An Experiment with Data Saturation and Variability. Field Methods, 18, 59-82.

Hodgson, D. & R. A. Schroeder (2002) Dilemmas of counter-mapping community resources in Tanzania. Development and Change, 33, 79-100.

Johnson, J. 1998. Research Design and Research Strategies in Cultural Anthropology. In The Handbook of Methods in Cultural Anthropology, ed. H. R. Bernard, 131-171. Altimira Press.

Marcus, G. (1995) Ethnography in/of the World System: The Emergence of Multi-sited Ethnography. Annual Review of Anthropology, 24, 95-117.

McGrew, J. C. & C. B. Monroe. 2000. An Introduction to Statistical Problem Solving in Geography. Boston: McGraw-Hill.

Wutich, A., T. Lant, D. D. White, K. L. Larson & M. Gartin (2010) Comparing Focus Group and Individual Responses on Sensitive Topics: A Study of Water Decision Makers in a Desert City. Field Methods, 22, 88-110.

GRADING AND COURSE EXPECTATIONS

Research Proposal (50%) to be submitted in multiple stages (*see schedule on p.3 for due dates*):

1. Problem statement with research question (5%) Students will submit general and specific research questions for their course project. The submission should provide a short discussion (2-3 paragraphs) of why the question is important with some discussion of both theoretical and practice significance.
2. Literature Review (5%): 3-5 page review of the literature identifying major debates and gaps to help you define your research problem and refine your research questions. If the research question is hypothesis-driven, then the literature review should end with a statement of the hypotheses.
3. Data Collection Instrument (10%) t; significant statement; bibliography (see AAA style guide for format).
4. Research Design Proposal, Draft #1 (10%) First draft of entire proposal: research questions; lit review; description of study area and/ or population; sampling design; data collection methods; description of procedure and analytical methods; research schedule.
5. Final Proposal (20%)

Proposal Presentation (20%): Students will give a formal presentation of their proposal at the end of the semester.
Participation (30%): Most of the seminar time will be taken up by open discussion about the assigned readings or workshops, which would not be possible without your adequate preparation. Therefore, your attendance is very important for both the individual and collective benefits that come from class discussion and in-class workshops. If you are absent or unprepared due to automotive issues, heartache, or savage attack by a wild moose, I may be sympathetic, but your absence may negatively affect your participation grade. Acceptable excuses for missing class may include things like illness, conference presentations or other kinds of professional development. Absences may be excused at my discretion with written documentation. You are still responsible for submitting your assignments on time. Late submissions would be subject to significant penalties (drop one letter grade for each day).

Grades are calculated according to the following scale:

A 93-100%	B+ 87-89.9%	C+ 77-79.9%	D+ 67-69.9%	F Below 60%
A- 90-92.9%	B 83-86%	C 73-76%	D 63-66%	
	B- 80-82%	C- 70-72%	D- 60-62%	

CLASSROOM ETIQUETTE, DIVERSITY, INCLUSION, AND RESPECT

Please be mindful of your actions and considerate of your classmates and instructor. Please remember to turn off and put away phones at the beginning of class, and save personal conversations for the breaks and the end of class. Laptops or tablet computers

may be used to take notes. The use of technology during class time for any other reason (shopping, texting, doing homework for other courses, etc) is distracting, and will result in the loss of participation points.

This class requires that all students engage in a spirit of inclusion with full respect for diverse perspectives, backgrounds, circumstances, and abilities. We will be discussing many issues around which multiple viewpoints may be held. It is important for you to respectfully engage with your peers and instructor. Disparaging remarks with respect to race, ethnicity, national origin, gender, sexual orientation, religious affiliation, disability, class, or socioeconomic status will not be tolerated. Your observance of classroom etiquette will contribute to a positive learning environment with both individual and collective benefits.

ACADEMIC HONESTY

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University. Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314: https://www.maine.edu/board-of-trustees/policy-manual/section-314/

STUDENT ACCESSIBILITY SERVICES

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (the instructor of the course) privately as soon as possible. I will be happy to work with you and the center to create a positive learning and examination environment throughout the course.

COURSE SCHEDULE DISCLAIMER (DISRUPTION CLAUSE)

In the event of an extended disruption of normal classroom activities (due to COVID-19 or other long-term disruptions), the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

OBSERVANCE OF RELIGIOUS HOLIDAYS AND EVENTS

The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

SEXUAL VIOLENCE POLICY & SEXUAL DISCRIMINATION REPORTING

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of **sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination** involving members of the campus, **your teacher is required to report** this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity. **If you want to talk in confidence** to someone about an experience of sexual discrimination, please contact these resources:

- For *confidential resources on campus*: **Counseling Center: 207-581-1392** or **Cutler Health Center: at 207-581-4000.**
- For *confidential resources off campus*: **Rape Response Services:** 1-800-310-0000 or **Spruce Run**: 1-800-863-9909.
- **Other resources:** The resources listed below can offer support but may have to report the incident to others who can help:

For *support services on campus*: **Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911**. Or see the OSAVP website for a complete list of services at http://www.umaine.edu/osavp/

COURSE SCHEDULE

This is a general plan. Deviations may be necessary and will be announced in class.

		Topic	Readings	Assignments due
Week 1	1/23	Introduction	read the syllabus	
Week 2	1/30	Research design overview: epistemologies, types of design, ethics, training	Johnson 1998; Velazquez Runk 2014	
Week 3	2/6	Measurement, theory, hypothesis	McGrew and Monroe Chapters 6-8	
Week 4	2/13	Sampling theory, design, representation: generalization and bias	Bernard, Chapters 6-8	
Week 5	2/20	Lit review: defining research problems, questions and objectives	Independent Literature review	DUE: problem statement and research questions
Week 6	2/27	Overview of data analysis	Independent Literature review	DUE full Lit review with revised RQ and problem statement
Week 7	3/6	Qualitative Methods and Analysis: interviewing, observation, and Focus groups	Bernard C. 9, Wutich et al 2010, Guest, Nunce and Johnson 2006	
Week 8	3/13	Systematic Data Collection: Structured interviews, surveys, free listing, triad tests, free pile sorts, scaling	Bernard 10-12; Bustamente et al 2014; Feurt 2006	
Week 9	3/20	spring break		
Week 10	3/27	WORKSHOP interviewing		DUE: data collection instrument
Week 11	4/3	Quantitative Analysis	McGrew and Monroe Chapters 1-3, 13-14; Aswani 2011	
Week 12	4/10	Participatory Mapping and countermapping	Aswani and Lauer 2005; Hermman et al 2017; Hodgeson and schroeder 2002	DUE: proposal draft 1
Week 13	4/17	Institutional ethnography	Billo and Mountz (2015)	DUE: peer reviews
Week 14	4/24	Mulit-sited Ethnography	Marcus 1995; Artur and Hilhorst 2012	
Week 15	4/1	Maine Day		Final proposal due

References :

Artur and Hillhorst (2012). Everyday realitiies of climate change adaptation in Mozambique. *Global Environmental Change.*

--- (2011) Socioecological approaches for combining ecosystem-based and customary management in Oceania. *Journal of Marine Biology,* 2011, Article ID 845385, 13 pages, http://dx.doi.org/10.1155/2011/845385.

Aswani, S. & M. Lauer (2006) Incorporating Fishermen's Local Knowledge and Behavior into Geographical Information Systems (GIS) for Designing Marine Protected Areas in Oceania. *Human Organization,* 65, 81-102.

Bernard, H. R. 2006. *Research Methods in Anthropology: Qualitative and Quantitative Approaches.* Oxford, UK: AltaMira Press.

Billo, E. & A. Mountz (2015) For institutional ethnography: Geographical approaches to institutions and the everyday. *Progress in Human Geography.*

Bustamante, D., De Urioste-Stone, S.M., & P. Pennington. (2014). Ecological, social and biological risk factors for continued Chagas disease transmission by *Triatoma dimidiata* in Guatemala. PLoS ONE 9(8):

Feurt, C. 2006. Cultural Models - a Tool for Enhancing Communication and Collaboration in Coastal Resources Management: A Primer for Coastal Training Program Coordinators In National Estuarine Research Reserves. The NOAA/UNH Cooperative Institute for Coastal and Estuarine Environmental Technology (CICEET).

Guest, G., A. Bunce & L. Johnson (2006) How Many Interviews Are Enough?: An Experiment with Data Saturation and Variability. *Field Methods,* 18, 59-82.

Hodgson, D. & R. A. Schroeder (2002) Dilemmas of counter-mapping community resources in Tanzania. *Development and Change,* 33, 79-100.

Johnson, J. 1998. Research Design and Research Strategies in Cultural Anthropology. In *The Handbook of Methods in Cultural Anthropology,* ed. H. R. Bernard, 131-171. Altimira Press.

Marcus, G. (1995) Ethnography in/of the World System: The Emergence of Multi-sited Ethnography. *Annual Review of Anthropology,* 24, 95-117.

McGrew, J. C. & C. B. Monroe. 2000. *An Introduction to Statistical Problem Solving in Geography.* Boston: McGraw-Hill.

Wutich, A., T. Lant, D. D. White, K. L. Larson & M. Gartin (2010) Comparing Focus Group and Individual Responses on Sensitive Topics: A Study of Water Decision Makers in a Desert City. *Field Methods,* 22, 88-110.

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to graduate@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT School of Economics

COURSE DESIGNATOR ECO COURSE NUMBER 553 EFFECTIVE SEMESTER Fall 2020

COURSE TITLE Financial Economics

REQUESTED ACTION

NEW COURSE (check all that apply, complete Section 1, and submit a complete syllabus):

- [x] New Course
- [ ] New Course with Electronic Learning
- [ ] Experimental

MODIFICATION (Check all that apply and complete Section 2):

- [ ] Designator Change
- [ ] Number Change
- [ ] Title Change
- [ ] Description Change
- [ ] Prerequisite Change
- [ ] Credit Change
- [x] Cross Listing (must be at least 400-level)[1]
- [ ] Other (specify) _____

ELIMINATION:

- [ ] Course Elimination

ENDORSEMENTS

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

Leader, Initiating Department/Unit(s)

Mario Teisl

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

College Dean(s)

APPROVED
By Christopher Gerbi at 6:05 am, May 16, 2020

Graduate School [sign and date]

1. Courses cross-listed below 400-level require the permission of the Graduate School.

SECTION 1 (FOR NEW COURSE PROPOSALS)

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

Designator: ECO Number: 553
Title: Financial Economics
Prerequisites: Prerequisites: C- or better in each of the following; ECO120, ECO121 and either MAT116 or MAT126 or graduate standing in Economics, Financial Economics, Resource Economics or permission from instructor.
(NOTE: Different than undergraduate pre-req. This course only requires admission into the graduate school).
Credit Hours: 3
Description: Examines the economics of financial markets, asset pricing, risks, and decision making in the face of uncertainty. Topics include the time value of money, the efficient market hypothesis, optimal portfolio allocation, and the capital asset pricing model.
Students may not take both ECO 453 and 553 for credit.

Components (type of course/used by Student Records for MaineStreet) – *Multiple selections are possible for courses with multiple non-graded components:*

☐ Applied Music ☐ Clinical ☐ Field Experience/Internship ☐ Research ☐ Studio
☐ Laboratory ☒ Lecture/Seminar ☐ Recitation ☐ Independent Study ☐ Thesis

Text(s) planned for use:

Title: The Economics of Financial Markets
Author: Roy E. Bailey
Publisher: Cambridge University Press

Course Instructor (include name, position, teaching load):

Thomas Wiesen, Assistant Professor of Economics, 80% teaching

Reason for new course:

This course is designed to be the pinnacle course for a student in the Financial Economics program at both the undergraduate and graduate level. A new recent hire, Thomas Wiesen, was hired specifically with this course in mind. This new course also contributes to one of UMaine's signature and emerging areas of excellence: Finance Education. The intention would be to offer this course every-other-year.

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

◉ No. The department will not request additional resources for this course.

○ Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

No.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CED, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

Every other year, likely falls.
No overload payments. Course will alternate with another EOY course.

Financial Economics
ECO453 & ECO553

Section: 1
Term: Fall 2020
Department: School of Economics
Credit: 3 Hours
Class Meeting Location: **Face-to-Face Neville Hall room 101**
Class Meeting Time/Date: **Monday & Wednesday 3:30-4:45pm**
Instructor: **Dr. Thomas F. P. Wiesen**
Office: **Winslow Hall 207C**
Office Hours: **By appointment via Zoom or in-person if need be (afternoons generally available)**
Email: **thomas.wiesen@maine.edu**

Class Details

Textbook and Materials

Primary Optional Textbook:
Intermediate Financial Theory, 3rd edition by Danthine and Donaldson[1] ISBN: 9780123865496

Secondary Optional Textbooks:
The Economics of Financial Markets, by R. E. Bailey[2] ISBN: 0521612802
Principles of Financial Economics, 2nd edition by LeRoy and Werner[3] ISBN:110767302X

I will not directly follow any particular textbook, as my lectures will draw from a collection of materials and other texts. With that said, the textbook that most closely aligns with the general organization of this class will be Danthine and Donaldson's textbook. Bailey's textbook is more concept driven and less mathematical (calculus typically only shows up in the chapter appendices), perhaps more suitable for undergraduates. LeRoy and Werner's textbook is more mathematical, perhaps more suitable for graduates. Danthine and Donaldson's textbook is arguably somewhere in the middle in terms of mathematical rigor. These three textbooks are completely optional, but you might want to have one on hand as a reference.

I primarily convey lecture materials by writing on the white board (or using the document camera), so please bring paper (or some type of notebook) and a writing instrument to every class. Students will need a basic calculator for the tests. Sharing calculators will not be allowed on tests, and you will not be able to use your cell phone as a calculator on the tests. Depending on how far we get in the course content, students may also need access to a spreadsheet software such as Microsoft Excel.

Course Details according to MaineStreet

Examines the economics of financial markets, asset pricing, risks, and decision making in the face of uncertainty. Topics include the time value of money, the efficient market hypothesis, optimal portfolio allocation, and the capital asset pricing model. Traditional A-F grading. This class is typically offered once every other year.
Prerequisites: C- or better in each of the following; ECO120, ECO121, and either MAT116 or MAT126, or graduate standing in Economics, Financial Economics or Resource Economics or permission from instructor.

---

[1] https://www.amazon.com/Intermediate-Financial-Academic-Advanced-Finance/dp/0123865492
[2] https://www.amazon.com/Economics-Financial-Markets-Roy-Bailey/dp/0521612802
[3] https://www.amazon.com/Principles-Financial-Economics-Stephen-Leroy/dp/110767302X

Course Description

The financial industry as a whole constitutes an ever growing and important segment of the global economy. While other classes focus on financial market structures and financial institutions, this graduate/advanced undergraduate calculus-based course will cover the economic fundamentals and economic theory behind financial economics. This will include the ability to construct, mathematically solve, and understand models utilized by financial economists.

Learning Outcomes

By the end of the class, students will be able to:

- create an optimal consumption bundle across time and with uncertainty using the LaGrange method of constrained optimization
- calculate the present value of an asset and understand the time value of money
- utilize an overview of techniques for pricing securities with certain or uncertain future cash flows
- explain the Efficient Market Hypothesis, why asset returns are so hard to predict, and why is it so hard to consistently "beat the market"
- create an optimal portfolio consisting of multiple assets: one risky asset and one safe asset; two risky assets with different levels of risk
- articulate the nuances of economic decision making in the face of uncertainty
- measure risk and risk aversion
- explain the relationship between risks and expected returns
- utilize the capital asset pricing model and Arrow-Debreu pricing models

General Course Outline:

1.) Mathematical Introduction
   -Unconstrained optimization review
   -Graphical review of consumer preferences
   -Constrained optimization
   -Consumer optimization
   -Intertemporal consumer optimization
   -Intertemporal consumer optimization with uncertainty
2.) Overview of Asset Pricing
   -the time value of money and present value
   -pricing assets with guaranteed future cash flows
   -pricing assets with uncertain future cash flows
3.) Risk
   -Decision making with uncertainty
   -Measuring risks
   -Measuring risk aversion
4.) The Market for Financial Securities
   -Demand for securities
   -Investment decisions
   -Portfolio theory
5.) The Capital Asset Pricing Model
6.) Arrow-Debreu Pricing Models
   -Arrow-Debreu equilibrium
   -Arrow Debreu no-arbitrage

Grades

Grades for students enrolled in the undergraduate course (ECO453) will be determined by homework, two tests, and a cumulative final exam. Grades for students enrolled in the graduate course (ECO553) will be determined by homework, two tests, a cumulative final exam, and a scholarly journal article presentation. The weights are as follows:

ECO453:		ECO553:	
Homework	32%	Homework	29%
Test 1	18%	Test 1	15%
Test 2	18%	Test 2	15%
Cumulative Final Exam	32%	Cumulative Final Exam	29%
		Journal article presentation	12%

The table below gives the grade distributions. These are minimum scores and if need be, I will introduce a "curve." The curve will consist of lowering the minimum percentages required for a particular grade. For instance, a typical curve may consist of making the minimum score for an "A" 92% instead of 93.3%. However, you should in no way depend on the curve since the curve is NOT guaranteed, and if I do implement it, it may be very small. All questions regarding grades will be directed to this syllabus section.

Total Points	Letter Grade	Transcript GPA points
100-93.3%	A	4.00
93.2-90.0%	A-	3.67
89.9-86.7%	B+	3.33
86.6-83.3%	B	3.00
83.2-80.0%	B-	2.67
79.9-76.7%	C+	2.33
76.6-73.3%	C	2.00
73.2-70.0%	C-	1.67
69.9-66.7%	D+	1.33
66.6-63.3%	D	1.00
63.2-60.0%	D-	0.67
59.9-0%	F	0.00

Homework

Thirty-two percent of undergraduate students' grades and twenty-nine percent of graduate students' grades will be based on out-of-class homework. Students are encouraged to work together (but, be sure to maintain social distancing). However, students should think for themselves; do not simply copy what your peers are doing. Each student should submit their own homework individually. Late homework will not be accepted for any student. For undergraduate students only, your lowest homework assignment will be dropped. For graduate students, all homework assignments should be completed (none will be dropped).

Tests and Final Exam

There will be two in-person tests, the dates for which are in the course calendar below. Students must physically attend class during these test days. However, exceptions will be made if a student tests positive for COVID-19, is showing COVID-19 symptoms, or is otherwise in quarantine. Arrangements will be made for the student to make up the test either in-person or remotely.

The final exam will be a "take-home" final. As described in the course calendar below, students will have 48 hours to complete the test. The final will be posted online at noon on Wednesday, December 16. Students must submit their completed final exams online by noon on Friday, December 18. Students must complete their final exams individually. Conferring with your classmates during the final exam is a violation of academic honesty.

Journal Article Presentation

Twelve percent of graduate students' grades will be based on a journal article presentation. Students will pick a scholarly journal article to read and present to the class via Zoom. Students should either pick a paper from the list below (most of which are highly cited "classic" papers) or find a paper on a financial economic topic that they are interested in. If a student wishes to find their own paper to present from the literature, they must get the paper approved by the professor. As a suggested starting point, you may want to look through some articles published in the *Journal of Finance*, the *Journal of Financial Economics*, the *Review of Financial Studies*, and/or the *Journal of Banking & Finance*.

These presentations should last approximately 25 minutes and should be accompanied by presentation slides (emailed to the professor beforehand). Students will be graded on the accuracy and clarity of the article content as well as the delivery of the presentation. A good way to tell if you understand something is if you are able to explain it to someone else in your own words.

- Black and Scholes (1973) The Pricing of Options and Corporate Liabilities
- Campbell and Cochrane (1999) By force of habit: A consumption-based explanation of aggregate stock market behavior
- Carhart (1997) On Persistence in Mutual Fund Performance
- Chordia, Roll, and Subrahmanyam (2005) Evidence on the speed of convergence to market efficiency.
- Diebold and Yilmaz (2014) On the network topology of variance decompositions: Measuring the connectedness of financial firms
- Engle, Ito, and Lin (1990) Meteor Showers or Heat Waves? Heteroskedastic Intra-Daily Volatility in the Foreign Exchange Market
- Fama (1970) Efficient Capital Markets: A review of theory and empirical work
- Fama (1998) Market efficiency, long-term returns, and behavioral finance
- Fama, Fisher, Jensen, and Roll (1969) The adjustment of Stock Prices to New Information
- Fama and French (1992) The cross-section of expected stock returns
- Fama and French (1993) Common risk factors in the returns of stocks and bonds
- Graham and Harvey (2001) The theory and practice of corporate finance: evidence from the field
- Grossman (1976) On the efficiency of competitive stock markets where trades have diverse information
- Kahneman and Tversky (1979) Prospect Theory: An analysis of Decision under risk
- King and Levine (1993) Finance and growth: Schumpeter might be right
- Lamoureux and Lastrapes (1990) Heteroskedasticity in Stock Return Data: Volume versus GARCH Effects
- Lamoureux and Lastrapes (1993) Forecasting Stock-Return Variance: Toward an Understanding of Stochastic Implied Volatilities
- Malkiel (1995) Returns from Investing in Equity Mutual Funds from 1971 to 1991
- Malkiel (2003) The efficient market hypothesis and its critics
- Malkiel (2005) Reflections on the efficient market hypothesis: 30 years later
- Pukthuanthong and Roll (2009) Global market integration: An alternative measure and its application
- Schwert (2003) Anomalies and market efficiency
- Sharpe (1964) Capital Asset Prices: A theory of market equilibrium under conditions of risk
- Sharpe (1966) Mutual Fund Performance
- Shleifer and Vishny (1997) A Survey of Corporate Governance
- Xu and Malkiel (2003) Investigating the Behavior of Idiosyncratic Volatility

The above links should work on UMaine campus computers. To access these articles off campus, you may have to sign into the UMaine library and use the "OneSearch" tool. When accessing these articles, I

recommend you download the PDF. For some of the older papers, publishers have converted the PDFs into web text, which sometimes introduces typos into the equations.

What to Expect in Class

I primarily convey course content through writing on the board or using the document camera. I very strongly recommend that students take notes in class and write down anything I write on the board. With the exception of showing tables/figures, I do not typically use PowerPoint slides.

Tentative Calendar and Important Dates

Monday, August 31	live lecture; first day of class
Wednesday, September 2	live lecture
Sunday, September 6	add/drop ends
Monday, September 7	No class; Labor Day
Wednesday, September 9	live lecture
Monday, September 14	live lecture
Wednesday, September 16	live lecture
Monday, September 21	live lecture
Wednesday, September 23	live lecture
Monday, September 28	live lecture
Wednesday, September 30	live lecture; last day to drop without appearing on transcript
Monday, October 5	live lecture
Wednesday, October 7	live lecture
Monday, October 12	No class; Indigenous Peoples' Day
Wednesday, October 14	Test 1 (in-person)
Monday, October 19	live lecture
Wednesday, October 21	live lecture
Monday, October 26	live lecture
Wednesday, October 28	live lecture
Monday, November 2	live lecture
Wednesday, November 4	live lecture
Monday, November 9	live lecture
Wednesday, November 11	No class; Veterans' Day
Friday, November 13	last day to withdraw from class and receive "W" grade
Monday, November 16	live lecture
Wednesday, November 18	Test 2 (in-person)
Monday, November 23	live lecture
Wednesday, November 25	No class; Thanksgiving Break
Monday, November 30	asynchronous video lesson will be posted to Brightspace
Wednesday, December 2	asynchronous video lesson will be posted to Brightspace
Monday, December 7	Zoom class for grad student article presentations*
Wednesday, December 9	Zoom class for grad student article presentations*; last class
Wednesday, December 16 (noon)	"Take-home" Final Exam posted online
Friday, December 18 (noon)	"Take-home" Final Exam due

Homework assignments and due dates will be announced in class.

*Journal article presentations are only required for students enrolled in ECO553. However, students enrolled in ECO453 are still expected to attend the Zoom class during the journal article presentations.

Class Policies

How this class will be different due to the COVID-19 Pandemic

Reasonable precautions will be taken to ensure we can safely hold a live face-to-face class during these unusual times. Students must follow all university mandated COVID-19 guidelines. This includes, but is not limited to, staying 6 feet away from other individuals, washing your hands frequently, and wearing a cloth face mask that covers your mouth and nose.

If you experience COVID-19 symptoms—even the slightest cough—stay home. If you were in contact with someone who may have COVID-19, stay home. In many cases, the responsible thing to do is stay home and self-quarantine. In order to not penalized students who are responsibly self-quarantining, all lectures will be recorded and posted online.

See UMaine's COVID-19 policies at the end of this syllabus for more information.

Attendance

Due to the pandemic, I will have a flexible attendance policy. If you miss class, be sure to watch the lecture recording online.

Classroom conduct

You are expected to act professionally in the classroom. This expectation includes, but is not limited to: being quiet, silencing your cellular device, respecting other students, respecting the professor, and asking questions by raising one's hand. If you are acting disorderly to the point where you are impeding other students' ability to learn, I reserve the right to ask you to leave the classroom.

Laptop computers are allowed in class only if there are used for legitimate class-related tasks, such as taking notes. If I find you using your laptop computer for tasks not related to class, then I will ask you to put your laptop away. Note that scrolling through social media on your laptop is extremely distracting to students sitting behind you.

Office Hours

The university has deemed Winslow Hall offices as too small for multiple people to safely be in them at the same time. Consequently, the usual way of doing office hours where I'm in my office and people simply show up if they want to, will no longer work. Thus, office hours will be by appointment only. The preferred method is over Zoom, but if need be, we can set up a face-to-face appointment outside or in a larger space where we can safely socially distance. Given the circumstances, I will do what I can to be flexible in accommodating meeting requests. Please don't hesitate to ask for a meeting appointment. I am generally available in the afternoon.

Class Communication

I will periodically use Brightspace to communicate announcements and distribute course materials. I strongly recommend you set up your Brightspace settings to automatically email you when a new announcement is posted. It is a good habit to periodically check Brightspace and your UMaine email.

Syllabus

This syllabus should be considered a contract between me (the professor) and you (the student). However, there may come a time when a change to the syllabus becomes necessary. In such an event, the change will be announced in class and posted online.

Additional Requirements for ECO 553 Students

Students enrolled in ECO553 will receive credit for a graduate level course. Therefore, course expectations will differ from the students enrolled in ECO453.

Students registered for ECO553:

- will read and report on a scholarly journal article about financial economics from a suggested list. If students find an article not on the suggested list that they are interested in, it must be approved by the professor. Searching for articles that interest students is encouraged.
- will prepare a professional presentation analyzing, summarizing, and potentially critiquing a scholarly journal article about financial economics. Students will present this to the class via Zoom on an assigned day.
- will be held to a higher standard in the grading of their homework and tests.
- will complete and be graded on all homework assignments. This is in contrast to undergraduate students whose lowest homework score will be dropped.

Non-COVID-19 University Policies

University Academic Honesty Statement

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University. Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314: https://www.maine.edu/board-of-trustees/policy-manual/section-314/

University Students Accessibility Services Statement

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581-2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me, Thomas Wiesen, privately as soon as possible.

Course Schedule Disclaimer (Disruption Clause)

In the event of an extended disruption of normal classroom activities (due to COVID-19 or other long-term disruptions), the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

Observance of Religious Holidays/Events

The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department, or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

Sexual Discrimination Reporting

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, your teacher is required to report this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

- For confidential resources on campus: Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.
- For confidential resources off campus: Rape Response Services: 1-800-871-7741 or Partners for Peace: 1-800-863-9909.
- Other resources: The resources listed below can offer support but may have to report the incident to others who can help:
- For support services on campus: Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSAVP website for a complete list of services at https://umaine.edu/titleix/

COVID-19 University Policies

University of Maine COVID-19 Syllabus Statement

COVID-19 is an infectious disease caused by the coronavirus SARS-CoV-2. The virus is transmitted person-to-person through respiratory droplets that are expelled when breathing, talking, eating, coughing, or sneezing. Additionally, the virus is stable on surfaces and can be transmitted when someone touches a contaminated surface and transfers the virus to their nose or mouth. When someone becomes infected with COVID-19 they may either have no symptoms or symptoms that range from mild to severe and can even be fatal. During this global pandemic, it is imperative that all students, faculty, and staff abide by the safety protocols and guidelines set forth by the University to ensure the safety of our campus. All students are encouraged to make the Black Bear Cares Pact to protect the health of themselves, the health of others, and the College of Our Hearts Always.

Black Bears Care Pact

https://umaine.edu/return/black-bears-care/

Symptom checking

The symptoms of COVID-19 can range from mild to severe, and even people with mild symptoms may transmit the virus to others. Students are encouraged to use the symptom checking app each day before attending class or moving about campus and follow the recommendation prompted within the app. Students should monitor for the following symptoms daily: fever (temperature >100.4F/38.0C) or chills, new cough, loss of taste or smell, shortness of breath/difficult breathing, sore throat, diarrhea, nausea, or vomiting, or the onset of new, otherwise unexplained symptoms such as headache, muscle or body aches, fatigue, or congestion/runny nose.

Physical distancing

Students need to make every effort to maintain physical distancing (6 feet or more) indoors and outdoors including within classrooms. The University classrooms and physical spaces have been arranged to maximize physical distancing. Follow the traffic patterns outlined in each building and outdoor space to avoid crowding. If students are in an academic setting (i.e. clinical or lab class) that requires them to reduce physical distancing, they should follow the instructor's guidelines.

Face coverings

Students must wear appropriate face coverings in the classroom. Face coverings must be worn in indoor and outdoor spaces on campus unless people are alone in a room with a door closed or when they are properly physically distanced and do not expect someone to approach them. When face coverings are removed people are placing themselves and those surrounding them at increased risk for COVID-19.

Eating and drinking in classrooms

Students may not eat or drink in the classrooms and are encouraged to take their food or drink into areas designated for these purposes where they can maintain 6 feet physical distance from others.

Hand hygiene

Proper hand hygiene is an effective measure to prevent the spread of COVID-19. Students should wash their hands often with soap and water or use a hand sanitizer with at least 60% alcohol, especially after using the bathroom, before eating or drinking, and before and after going to class or university spaces such as the recreation center, library, or dining halls.

Contingency plans

Classes will be held in various formats to offer flexibility, compassion, and empathy during these unprecedented times. Under certain circumstances, students or instructors may need to miss classes or in-person classes may be disrupted. Students are expected to notify their instructor if they are unable to attend an in-person or online class but will not be penalized for missing class due to illness or the need to care for a family member affected by COVID-19. If a disruption occurs, your instructor will provide communication and contingency plans.

What to do if you have or suspect you have COVID-19

If you have symptoms of COVID-19 or have been possibly exposed to someone with COVID-19, you should stay home, not interact with others, and contact your health care provider immediately to be tested for COVID-19. You may not attend in-person classes and should suspend interactions with others until you

are tested. Prior to receiving test results, you should quarantine in your living area according to the Maine CDC guidelines below. Please follow the guidance of your health care professional regarding testing, quarantine, and isolation during the testing process and potential illness period.

What to do if someone you know has or may have COVID-19

If someone you know or that you have had close contact with (defined by the ME CDC as 15 mins or more within 6 feet or less) has tested positive for COVID-19, you should stay home and quarantine according to the guidance of the ME CDC, contact your health care provider, and continue to monitor for symptoms. You may be required to quarantine and/or be tested for COVID-19 under these circumstances. You may also have been exposed to COVID-19 by someone you do not know, and it is possible that you could be contacted through contact tracing to determine if you were exposed. Everyone should respond to these confidential questions to ensure the safety of themselves and those around them.

Additional Resources

Maine CDC guidelines:
https://www.maine.gov/dhhs/mecdc/infectious-disease/epi/airborne/coronavirus/general-information.shtml

University Webpages:
umaine.edu/return
and
maine.edu/together/

COVID-19 Information line:
207-581-2681

Emergency Operations Center Email Contact:
umaine.alerts@maine.edu

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to graduate@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT School of Learning & Teaching/COEHD

COURSE DESIGNATOR EHD COURSE NUMBER 577 EFFECTIVE SEMESTER Spr 2021

COURSE TITLE Discourse Analysis

REQUESTED ACTION

NEW COURSE (check all that apply, complete Section 1, and submit a complete syllabus):

- [x] New Course
- [ ] New Course with Electronic Learning
- [ ] Experimental

MODIFICATION (Check all that apply and complete Section 2):

- [ ] Designator Change
- [ ] Number Change
- [ ] Title Change
- [ ] Description Change
- [ ] Prerequisite Change
- [ ] Credit Change
- [ ] Cross Listing (must be at least 400-level)[1]
- [ ] Other (specify) _____

ELIMINATION:

- [ ] Course Elimination

ENDORSEMENTS

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

Leader, Initiating Department/Unit(s)

3/9/2020

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

Sandra K. Caron 3/23/20

College Dean(s)

5/19/20

Graduate **School** [sign and date]

1. Courses cross-listed below 400-level require the permission of the Graduate School.

SECTION 1 (FOR NEW COURSE PROPOSALS)

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

EHD 577 Discourse Analysis; Prerequisites: EHD 571 or instructor permission; 3 credits; This course is designed to provide an overview of some of the various theories of and approaches to the analysis of spoken and written discourse, e.g., speech act theory, conversation analysis, sociolinguistics, critical discourse analysis. These and other approaches are intended to serve as analytic tools and frameworks for students to examine different aspects of discourse through analytical projects using data provided by the instructor AND collected/provided by the student. These projects may focus on any aspect oflanguage use, such as language and grammar, language and interaction, language and culture, language socialization. We will read classic and contemporary works in discourse studies from a range of perspectives and applied to a range of phenomena (some explicitly educational, some not).

Components (type of course/used by Student Records for MaineStreet) – *Multiple selections are possible for courses with multiple non-graded components:*

- ☐ Applied Music
- ☐ Clinical
- ☐ Field Experience/Internship
- ☐ Research
- ☐ Studio
- ☐ Laboratory
- ☒ Lecture/Seminar
- ☐ Recitation
- ☐ Independent Study
- ☐ Thesis

Text(s) planned for use:

The readings will be provided electronically.

Course Instructor (include name, position, teaching load):

Dr. Elizabeth Hufnagel, Assistant Professor, School of Teaching & Learning, COEHD
2:2 teaching load

Reason for new course:

The COEHD offers two introductory courses on qualitative research methods (EHD 571 and EHD 572). However, there is no course that focuses on particular approaches to discourse despite the ways in which teaching and learning are discursive. This course will also provide not only in-depth discussion of the theories of discourse but also opportunities to apply different methods to data. The majority of doctoral students across various programs in the COEHD conduct qualitative research studies using discourse as a data source and this course will prepare them for that work. This course will complement another new advanced qualitative methods course being proposed: Interviewing Methods of Qualitative Research. Discourse Analysis will be an elective course.

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

- ◉ No. The department will not request additional resources for this course.
- ○ Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

This face to face course welcomes graduate students in all programs in the COEHD as well as to students in other graduate programs across the University. The pre-requisite for the course is the satisfactory completion of at least one introductory-level graduate course on qualitative research methods. There is no overlap with other courses. During a pilot run of the course in summer 2019, graduate students from a variety of programs enrolled: STEM Education, Higher Education, Communications, and Anthropology, which provided a rich and productive set of orientations to discourse from which all students benefited.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CED, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

Every two years, in the spring semester. This course will be taught as a regular course load.

Mission Statement: Drawing on a rich tradition of excellence, the College of Education and Human Development at Maine's flagship university is committed to leading innovation in Maine's Pre-K-12 schools, higher education institutions, and agencies that support academic, cognitive, physical, social and emotional development. We promote effective teaching and learning, identify critical issues, conduct research, and disseminate findings. Collaborating with external partners and experts across the University of Maine, we prepare our graduates to engage in ethical conduct, reflective practice, meaningful inquiry, and data-driven decision making in order to meet the increasingly diverse needs of our state and the world in which we live.

Title: EHD 577: Discourse Analysis
Meeting times: M 4:30 – 7:00 pm
Meeting location:
Credits: 3

Instructor: Dr. Elizabeth [Beth] Hufnagel (she, her, hers)
Telephone: 207-581-2453
Email: Elizabeth.hufnagel@maine.edu
Office: 325 Shibles
Office Hours: by appointment

Indigenous Land Acknowledgement:
This land that we are on is part of the traditional territory of the Penobscot Nation.

Course Overview:
This course is designed to provide an overview of some of the various theories of and approaches to the analysis of spoken and written discourse, e.g., speech act theory, conversation analysis, sociolinguistics, critical discourse analysis. These and other approaches are intended to serve as analytic tools and frameworks for students to examine different aspects of discourse through analytical projects using data provided by the instructor AND collected/provided by the student. These projects may focus on any aspect of language use, such as language and grammar, language and interaction, language and culture, language socialization. We will read classic and contemporary works in discourse studies from a range of perspectives and applied to a range of phenomena (some explicitly educational, some not).

Prerequisites & Notes
The course is intended for advanced graduate students who have already taken an introductory course in qualitative methods (i.e. EHD 571 for COEHD students) and who would like to learn about discourse analysis to advance their own research endeavors. If you have not met this requirement then you will require permission by the instructor to register.

Course Goals
Class time will entail deep discussions of theoretical and empirical literature on different approaches to discourse analysis. Through a series of in-class data sessions and analysis exercises, you will have opportunities to practice different approaches to discourse analysis and to receive feedback on your work. Finally, you will present an analysis of data that you have collected with the class utilizing your own using discourse analytic methods. Specifically, I hope you will gain:

- Sustained practice in using various resources of discourse analysis.
- An appreciation for the interaction of theories about discourse and methods of discourse analysis in the practice of research.
- An increased awareness of how different research phenomena invite various discourse analytic approaches.
- Increased familiarity with social sciences research, including educational research, deploying discourse analytic approaches.

Instructional Materials and Methods
Course readings will be available on Blackboard. There is no required textbook for the course. Most assignments will be submitted using Blackboard. Access Blackboard through https://my.umaine.edu. You will need your maine.edu account to

access Blackboard. All assignments (unless otherwise specified) will be posted and submitted to Blackboard. Check frequently for updates to resources and the most current course schedule, as it will likely change to best suit the needs of the class.

Course Expectations and Assignments

Your grade for this course will be based on your performance on assignments and your participation in class. These twin criteria reflect my view of learning as participation. In all organizations—scientific, educational, civic—learning is not something private and internal to individuals: it is fundamentally social. Scientists, for example, do not make facts in private. They collaborate, compete, cajole, and even convince. It is expected you will do the same in this class. It both makes the class more interesting and the subject matter more authentic. This also means that you are expected to attend *every* class on time fully prepared for the expectations of that meeting class and to be present (i.e. please keep electronic use to a minimum). The success of the seminar depends on everyone's active contributions. All of us should strive for openness to analyzing ideas and information, willingness to engage in thoughtful and frank debate, respect for and appreciation of diverse knowledge and experiences, and responsible fulfillment of class obligations. If there are extenuating circumstances that prevent you from attending a class meeting, please contact me in a timely manner. You are, of course, responsible for all announcements and material presented in seminar whether or not you are present.

* For all assigned readings, I expect you will arrive to class having closely read the works in order to
1) briefly summarize each reading
2) offer a brief analysis or critique of the reading(s)
3) draw connections between prior reading(s) or topics in the course
3) ask thoughtful question(s) about the reading(s)

Assignments:

Participation **25 points**

Includes completion of all class readings, participation in class discussions/activities; see above for more details

Article discussion lead **10 points**

with partner: about 25 minutes: 5 minutes summary, 20 minutes discussion/supplementary data analysis/critique

Analysis journals (3 total) **30 points total**

3 pg. double spaced, max. – concise, tight, to the point, providing relevant support/examples; *hard copy only (if meeting in-person)* – due in class on date specified

DA in your research area presentation **15 points**

15 min max; how one phenomenon or construct is analyzed through discourse

Data presentation **15 points**

informal presentations of data: question(s) you are seeking to answer with data; very brief purpose & justification; bulk of presentation should focus on analysis: what you are noticing in terms of codes and examples; handout of data for each of us to analyze data during 20 minute session

Final paper **15 points**

Late Work

You are expected to submit your work by the provided deadlines. Assignments must be submitted on time to receive full credit, unless you have a serious documented reason for turning them in late. In that case, notify me in a timely manner by e-mail. Depending on circumstances, feedback on late work may be limited.

Grading scale out of 110 total points:

A = 93.0 to 100%; A- = 90.0 to 92.9%; B+ = 87.0 to 89.9%; B = 83.0 to 86.9%; B- = 80.0 to 82.9%; C+ = 77.0 to 79.9%; C = 70 to 76.9%, D = 60 to 69.9%, F = 59.9% and below.

PROPOSED WEEKLY SCHEDULE

This course is intended to be responsive to student needs and interests. As such this is a draft schedule that may be updated over the course of the semester.

 # denotes which readings will be led by student pairs

Week	Topics	Readings & Assignments
1.	What is discourse analysis? Introduction to pragmatics, semantics, indexicality, and syntactics	Gee (2010): Chapter 1
2.	Seeing discourse Situated practices Mini analysis #1 assigned	Goodwin (1994; 1997)
3.	Transcription Speech act theory Analysis of instructor-provided data	Ochs (1979) & Austin (1962) in Discourse Reader (2014) *Mini Analysis #1 due (data provided)—hard copy due in class*
4.	Conversation analysis Analysis of instructor-provided data	Schegloff (1984): #_____ Heritage (2004)
5.	Sociolinguistics Linguistic anthropology Mini analysis #2 assigned	Gumperz (1982; 2001) Duranti (1997): #_____
6.	Critical discourse analysis Assessment Analysis of instructor-provided data	Fairclough & Wodak (1997) # _____ Pomerantz (1984) *Mini Analysis #2 due (data provided)—hard copy due in class*
7.	Text/intertextual analysis Mini analysis #3 assigned	Fairclough in Discourse Reader (2014) Bloome & Egan-Robertson (2006) #_____
8.	Discourse & Affect Discourse & Agency Analysis of instructor-provided data	Hufnagel & Kelly (2018) Al Zidjaly (2009)
9.	Spring Break	
10.	Applying discourse analysis to examinations of particular phenomena Analysis of student-provided data	**10 - 15 min individual presentations** of what discourse analysis looks like for the phenomena you are interested in *Mini Analysis #3 due (2 articles of phenomenon you are examining)—hard copy due in class*
11.	Footing, positioning, voice Politeness theory	Ribeiro (2006) Brown & Levinson (1991)
12.	Bringing it all together: Affordances and constraints of approaching discourse in different ways	
13.	Discourse analysis in practice: data sessions	**Data presentations** (15-20 min each)
14.	Discourse analysis in practice: data sessions	**Data presentations** (15-20 min each)
15.	Final paper due	

UNIVERSITY POLICIES

These first five policies can be found here:
https://umaine.edu/citl/teaching-resources-2/required-syllabus-information/

Academic Honesty Statement: Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University. Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314: https://www.maine.edu/board-of-trustees/policy-manual/section-314/

Students Accessibility Services Statement [This should be customized to include the instructor's name]: If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (Beth Hufnagel: elizabeth.hufnagel@maine.edu) privately as soon as possible.

Course Schedule Disclaimer (Disruption Clause): In the event of an extended disruption of normal classroom activities (due to COVID-19 or other long-term disruptions), the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

Observance of Religious Holidays/Events: The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

Sexual Violence Policy:
Sexual Discrimination Reporting
The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of **sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination** involving members of the campus, **your teacher is required to report** this information to Title IX Student Services or the Office of Equal Opportunity.
If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For *confidential resources on campus*: **Counseling Center: 207-581-1392** or **Cutler Health Center: at 207-581-4000.**
For *confidential resources off campus*: **Rape Response Services:** 1-800-871-7741 or **Partners for Peace:** 1-800-863-9909

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For *support services on campus*: **Title IX Student Services: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911.** Or see the OSAVP website for a complete list of services.

Basic Needs Security
Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students (visit their office on the 3rd floor of the Memorial Union or call 581-1406) or Mary Mahoney-O'Neil, the Associate Dean for Academic Services for the College of Education and Human Development (room 101 Shibles or call 581-2412). Please also notify the professor if you are comfortable doing so.

Diversity
Ours is a diverse nation founded upon the protection of rights and liberties regardless of race, ethnicity, socio-economic status, gender, religion, exceptionalities, language, and sexual orientation. The Council for the Accreditation of Educator Preparation (CAEP), identifies diversity as two groups: one being individual differences (e.g., personality, interests, learning modalities, and life experiences), and the other being group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic backgrounds) and expects that diversity will be a pervasive characteristic of any quality preparation program. Other identity groups include, but are not limited to, age, community, family status, institutional affiliations. Schooling, especially public schooling, continues to have a central role in educating our nation's citizens for life in this diverse and pluralistic society. Choosing to teach in public schools means accepting the moral and ethical responsibilities inherent in building a strong democratic republic. In this course you will have many opportunities to examine your beliefs regarding diversity and the challenges of providing equitable and fair educational opportunities for all.

In addition, class rosters and University data systems are provided to instructors with students' legal names and gender identifications. Since not all students use their legal names or sex/gender assigned at birth, I will use the name and/or pronouns you use. During the first class meeting, please share the name and pronoun you use. If your name and/or pronouns change during the semester, please let me know so we can find a way to share this information with classmates in a way that is comfortable and safe for you.

Use of Electronic Communications
All users at the University of Maine are expected to use network systems with proper regard for the rights of others and the University. For more information on the University of Maine Electronic Communications Policy, please click on the following link http://www.umaine.edu/it/policies/communication.php

Policy on Incomplete Grades - Graduate
A grade of I (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all of the work required to earn credit by the end of the semester or session. The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year from the end of the semester or session in which the incomplete was granted. An "*I*" remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the time period for removing the incomplete. A request for an exception to regulation to extend an incomplete beyond one year must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. The request should note the circumstances necessitating the extension, the work that remains unfinished, and a specific deadline for completion. An extension will be granted only under unusual circumstances. For grades of "*I*", it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

Human Subjects/IRB Tutorial
We will work with research data from human subjects in this course. Therefore, you must complete the human subjects tutorial and test required by the UM Office of Research and Sponsored Programs before the beginning of the second week of class. Follow the instructions at the link below. You should take the basic course for social and behavior investigators and, for those of you in a COEHD program, the elective for research in public elementary and secondary schools.
http://umaine.edu/research/faculty/research-compliance/institutional-review-board-for-the-protection-of-human-subjects-irb/required-training/

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to graduate@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT: Food Science and Human Nutrition

COURSE DESIGNATOR: FSN COURSE NUMBER: 560 EFFECTIVE SEMESTER: Spring 2021

COURSE TITLE: Research Methods in Community Nutrition

REQUESTED ACTION

NEW COURSE (check all that apply, complete Section 1, and submit a complete syllabus):

- ☐ New Course
- ☒ New Course with Electronic Learning
- ☐ Experimental

MODIFICATION (Check all that apply and complete Section 2):

- ☐ Designator Change
- ☐ Number Change
- ☐ Title Change
- ☐ Description Change
- ☐ Prerequisite Change
- ☐ Credit Change
- ☐ Cross Listing (must be at least 400-level)[1]
- ☐ Other (specify) _____

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

Leader, Initiating Department/Unit(s)

Robert Causey Digitally signed by Robert Causey Date: 2020.09.01 09:27:37 -04'00'

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

Mario Teisl Digitally signed by Mario Teisl DN: cn=Mario Teisl, c=US Date: 2020.09.01 13:44:23 -04'00'

College Dean(s)

Graduate School [sign and date]

1. Courses cross-listed below 400-level require the permission of the Graduate School.

SECTION 1 (FOR NEW COURSE PROPOSALS)

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

FSN 560 Research Methods in Community Nutrition: This course provides students with the tools to develop, implement, and evaluate community nutrition interventions. Students will learn about theories for healthful behavior change and build on skills in conducting needs assessments, grant writing, and evaluating program implementation and effectiveness.
Prerequisites: FSN 401 or permission.
Credits: 3

Components (type of course/used by Student Records for MaineStreet) – *Multiple selections are possible for courses with multiple non-graded components:*

- ☐ Applied Music
- ☐ Clinical
- ☐ Field Experience/Internship
- ☐ Research
- ☐ Studio
- ☐ Laboratory
- ■ Lecture/Seminar
- ☐ Recitation
- ☐ Independent Study
- ☐ Thesis

Text(s) planned for use:

This course will not require a text book, supplemental reading material will be provided through open-access, online sources.

Course Instructor (include name, position, teaching load):

Jade McNamara, Assistant Professor, 50% teaching

Reason for new course:

This course builds on skills developed in the dietetics undergraduate program and will provide an opportunity for graduate students in the dietetics program to apply previous knowledge in an application-based course which will in turn better prepare them for future careers in the field of dietetics. This course will not be required for students to take and will be offered every other Spring. The expected enrollment is 10-15 students.

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

- ◉ No. The department will not request additional resources for this course.
- ○ Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

No other departments/programs will be affected. KPE offers a 400 level course titled Health Promotion and Disease Prevention. I have consulted with the instructor and reviewed the syllabus. The course being proposed is unique in that it will focus more on developing programming for improving healthful eating behaviors with a greater focus on intervention methods and grant writing.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CED, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

Every other Spring- odd years

FSN 560: Research Methods in Community Nutrition

Course Information

Instructor: Jade McNamara, PhD, RDN
Office: Hitchner Hall, Room 107
E-mail: jade.mcnamara@maine.edu

Credits: 3
Meeting Days: TBD
Meeting Place: TBD
Prerequisites: FSN 401 or Instructor Permission

Course Description

This course provides students with the tools to develop, implement, and evaluate community nutrition interventions. Students will learn about theories for healthful behavior change and build on skills in conducting needs assessments, grant writing, and evaluating program implementation and effectiveness.

Prerequisites: FSN 401 (Community Nutrition) or a community health course or permission from instructor.

Credits: 3

Course Details

This class provides students with the required skills for developing and evaluating effectiveness of a community nutrition intervention. Students will learn about theories for healthful behavior change, practice developing and conducting a needs assessment, write program objectives, and develop program evaluation methods. The knowledge learned throughout the course will be showcased in a final group project in which small groups of students (3-5) will develop and present a grant submission to fund a nutrition education program that is geared toward their interest in community nutrition and health promotion.

Examples of possible projects:

- Increasing fruit and vegetable intake in college students
- Obesity prevention for school-aged children
- Increasing diet quality of the family unit
- Eating disorder prevention in athletes

Course Delivery Method

Mode of Instruction:

This course will be a hybrid course with a mix of online and small group meeting times during the scheduled class time.

Digital Services, Hardware, and Software used during this Course:

Brightspace

Zoom Video

Kaltura or YouTube

Google Drive

Instructional Materials and Methods:
All course material and readings will be provided and linked through Brightspace.

Course Goals:
The purpose of this course is to work towards mastering the skills necessary to plan, implement, and evaluate nutrition education programs in the community.

Course Objectives:
At the end of the course students will be able to:

- Compare and contrast theories for healthful behavior change
- Develop, organize, and conduct a needs assessment on a target audience
- Develop objectives for a nutrition education program
- Implement a theory for behavior change in a nutrition program
- Evaluate the effectiveness of a nutrition education program
- Develop a grant proposal to fund a nutrition education program

Grading and Course Expectations
Assignments and Grading

1. Personal Reflection on Behavior Change Theory: 160 points
2. Grant Review Discussion: 120 points
3. Draft Needs Assessment: 40 points (group work)
4. Draft of Program Objectives: 40 points (group work)
5. Draft of Program Outcomes and Evaluation Plan: 40 points (group work)
6. Grant Presentation and Submission: 400 points (group work)

Total possible points: 800
Grading Determination
A= 100-95
A- = 94-90
B+= 89-87

B= 86-84
B- = 83-80
C+ = 79-77
C= 76-74
C- = 73-70
D+ = 69-67
D= 66-64
D-= 63-60
F= 59 or less

Course Policies

All assignments and are due on the day and time indicated on the course syllabus. I will accept late assignments, however 1 point will be taken away for everyday that the assignment is late.

This course will include reading assignments to be completed on your own time. Class time will be dedicated to discussing these readings assignments and therefore it is essential that you come to class prepared and ready to discuss.

Attendance will not be taken, but it is expected that you show up and are an active participant in the discussion and learning taking place. If you will be missing class please email Jade McNamara and let her know.

Spring 2021: Draft Calendar

Week	Topic	Activity/Assignments/Readings
1	Introduction to course	
2	Theories of Behavior Change	
3	Theories of Behavior Change	
4	Group Work: Project Discussion	
5	Evidence-based Programming	
6	Evidence-based Programming	
7	Grant Writing	
8	Grant Review/ Evaluation Methods	
9	Evaluation Methods / Needs Assessment	
10	Needs Assessment	

11	Group Work: Program Objectives	
12	Group Work: Program Evaluation	
13	Group work: Grant Writing	
14	Group Presentations	

Campus Policies

Academic Honesty Statement: Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314: https://www.maine.edu/board-of-trustees/policy-manual/section-314/

Students Accessibility Services Statement: If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me Jade McNamara privately as soon as possible.

Course Schedule Disclaimer (Disruption Clause): In the event of an extended disruption of normal classroom activities (due to COVID-19 or other long-term disruptions), the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

Observance of Religious Holidays/Events: The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to

attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

Sexual Violence Policy

Sexual Discrimination Reporting

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell any of your teachers about sexual discrimination involving members of the campus, **your teacher is required to report** this information to Title IX Student Services or the Office of Equal Opportunity.

Behaviors that can be "sexual discrimination" include sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct, and gender discrimination. Therefore, all of these behaviors must be reported.

Why do teachers have to report sexual discrimination?

The university can better support students in trouble if we know about what is happening. Reporting also helps us to identify patterns that might arise – for example, if more than one victim reports having been assaulted or harassed by the same individual.

What will happen to a student if a teacher reports?

An employee from Title IX Student Services or the Office of Equal Opportunity will reach out to you and offer support, resources, and information. You will be invited to meet with the employee to discuss the situation and the various options available to you.

If you have requested confidentiality, the University will weigh your request that no action be taken against the institution's obligation to provide a safe, nondiscriminatory environment for all students. If the University determines that it can maintain confidentiality, you must understand that the institution's ability to meaningfully investigate the incident and pursue disciplinary action, if warranted, may be limited.

There are times when the University may not be able to honor a request for confidentiality because doing so would pose a risk to its ability to provide a safe, nondiscriminatory environment for everyone. If the University determines that it cannot maintain confidentiality, the University will advise you, prior to starting an investigation and, to the extent possible, will share information only with those responsible for handling the institution's response

The University is committed to the well-being of all students and will take steps to protect all involved from retaliation or harm.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For *confidential resources on campus*: **Counseling Center: 207-581-1392** or **Cutler Health Center: at 207-581-4000.**

For *confidential resources off campus*: **Rape Response Services:** 1-800-871-7741 or **Partners for Peace**: 1-800-863-9909.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For *support services on campus*: **Title IX Student Services: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911**. Or see the OSAVP website for a complete list of services.

University of Maine COVID-19 Statement

COVID-19 is an infectious disease caused by the coronavirus SARS-CoV-2. The virus is transmitted person-to-person through respiratory droplets that are expelled when breathing, talking, eating, coughing, or sneezing. Additionally, the virus is stable on surfaces and can be transmitted when someone touches a contaminated surface and transfers the virus to their nose or mouth. When someone becomes infected with COVID-19 they may either have no symptoms or symptoms that range from mild to severe and can even be fatal. During this global pandemic, it is imperative that all students, faculty, and staff abide by the safety protocols and guidelines set forth by the University to ensure the safety of our campus. All students are encouraged to make the Black Bear Cares Pact to protect the health of themselves, the health of others, and the College of Our Hearts Always.

Black Bears Care Pact: https://umaine.edu/return/black-bears-care/

Symptom checking: The symptoms of COVID-19 can range from mild to severe, and even people with mild symptoms may transmit the virus to others. Students are encouraged to use the symptom checking app each day before attending class or

moving about campus and follow the recommendation prompted within the app. Students should monitor for the following symptoms daily: fever (temperature >100.4F/38.0C) or chills, new cough, loss of taste or smell, shortness of breath/difficult breathing, sore throat, diarrhea, nausea, or vomiting, or the onset of new, otherwise unexplained symptoms such as headache, muscle or body aches, fatigue, or congestion/runny nose.

Physical distancing: Students need to make every effort to maintain physical distancing (6 feet or more) indoors and outdoors including within classrooms. The University classrooms and physical spaces have been arranged to maximize physical distancing. Follow the traffic patterns outlined in each building and outdoor space to avoid crowding. If students are in an academic setting (i.e. clinical or lab class) that requires them to reduce physical distancing, they should follow the instructor's guidelines.

Face coverings: Students must wear appropriate face coverings in the classroom. Face coverings must be worn in indoor and outdoor spaces on campus unless people are alone in a room with a door closed or when they are properly physically distanced and do not expect someone to approach them. When face coverings are removed people are placing themselves and those surrounding them at increased risk for COVID-19.

Eating and drinking in classrooms: Students may not eat or drink in the classrooms and are encouraged to take their food or drink into areas designated for these purposes where they can maintain 6 feet physical distance from others.

Hand hygiene: Proper hand hygiene is an effective measure to prevent the spread of COVID-19. Students should wash their hands often with soap and water or use a hand sanitizer with at least 60% alcohol, especially after using the bathroom, before eating or drinking, and before and after going to class or university spaces such as the recreation center, library, or dining halls.

Contingency plans: Classes will be held in various formats to offer flexibility, compassion, and empathy during these unprecedented times. Under certain circumstances, students or instructors may need to miss classes or in-person classes may be disrupted. Students are expected to notify their instructor if they are unable to attend an in-person or online class but will not be penalized for missing class due to illness or the need to care for a family member affected by COVID-19. If a disruption occurs, your instructor will provide communication and contingency plans.

What to do if you have or suspect you have COVID-19: If you have symptoms of COVID-19 or have been possibly exposed to someone with COVID-19, you should stay home, not interact with others, and contact your health care provider immediately to be tested for COVID-19. You may not attend in-person classes and should suspend interactions with others until you are tested. Prior to receiving test results you should

quarantine in your living area according to the Maine CDC guidelines below. Please follow the guidance of your health care professional regarding testing, quarantine, and isolation during the testing process and potential illness period.

What to do if someone you know has or may have COVID-19: If someone you know or that you have had close contact with (defined by the ME CDC as 15 mins or more within 6 feet or less) has tested positive for COVID-19, you should stay home and quarantine according to the guidance of the ME CDC, contact your health care provider, and continue to monitor for symptoms. You may be required to quarantine and/or be tested for COVID-19 under these circumstances. You may also have been exposed to COVID-19 by someone you do not know, and it is possible that you could be contacted through contact tracing to determine if you were exposed. Everyone should respond to these confidential questions to ensure the safety of themselves and those around them.

Maine CDC guidelines: https://www.maine.gov/dhhs/mecdc/infectious-disease/epi/airborne/coronavirus/general-information.shtml

If you have questions or would like additional information related to the University of Maine COVID-19-specific policies or procedures please use the following sources:

University Webpages: umaine.edu/return and together.maine.edu

COVID-19 Information line: 207.581.2681

Emergency Operations Center Email Contact: umaine.alerts@maine.edu

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to graduate@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT Anthropology

COURSE DESIGNATOR ANT/SMS COURSE NUMBER 553 EFFECTIVE SEMESTER Spring 2021

COURSE TITLE Institutions and the Management of Common Pool Resources

REQUESTED ACTION

NEW COURSE (check all that apply, complete Section 1, and submit a complete syllabus):

- ☐ New Course
- ☐ New Course with Electronic Learning
- ☐ Experimental

MODIFICATION (Check all that apply and complete Section 2):

- ☐ Designator Change
- ☐ Number Change
- ☒ Title Change
- ☒ Description Change
- ☐ Prerequisite Change
- ☐ Credit Change
- ☐ Cross Listing (must be at least 400-level)[1]
- ☐ Other (specify) _____

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

Leader, Initiating Department/Unit(s)

Gregory Zaro Digitally signed by Gregory Zaro Date: 2020.04.07 10:38:52 -04'00'

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

College Dean(s)

Graduate School [sign and date]

1. Courses cross-listed below 400-level require the permission of the Graduate School.

SECTION 2 (FOR COURSE MODIFICATIONS)

Current catalog description (include designator, number, title, prerequisites, credit hours):

ANT 553/ SMS 553: Institutions and the Management of Common Pool Resources. Graduate Standing. (3 credit hours): Focuses on the various social science theories concerning the generation of institutions and rules including action theory, the IAD approach (Institutional Analysis and Development), rational choice theory and topics from political economy. Emphasis will be placed on the development of institutions governing the use of fisheries with some discussion of the management of other common pool resources such as forests, rangeland, air, and petroleum reserves. This course is identical to SMS 553.

Proposed catalog description (include designator, number, title, prerequisites, credit hours):

ANT 553/ SMS 553: Governance of the Commons and Global Change. Graduate Standing. (3 credit hours): Examines different theoretical perspectives on environmental governance through the lens of diverse common pool resources such as forests, fisheries, pastures, water, agricultural systems, and oceans. This course uses comparative perspectives to explore how diverse institutions or embedded cultural practices facilitate the ability of certain societies to self-organize, overcome collective action problems, and avoid a tragedy of the commons at different scales. Provides theoretical insights into challenges and opportunities for commons governance in the context of global capitalism and change. This course is identical to SMS 553.

Reason for course modification:

The proposed title/description is a better reflection of course content than the old title/description. The new title/description is expected to draw more students beyond Anthropology and the School of Marine Sciences.

SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to graduate@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

University of Maine
Fall 2020 Graduate Admissions Report
(As of the end of the add/drop period)

Master's & Certificate of Advanced Study

	Applied					Admitted					Enrolled				
	2020	2019	2018	2020 vs. 2019 % Change	2020 vs. 2018 % Change	2020	2019	2018	2020 vs. 2019 % Change	2020 vs. 2018 % Change	2020	2019	2018	2020 vs. 2019 % Change	2020 vs. 2018 % Change
Total	**1,478**	**1,161**	**1,092**	**27%**	**35%**	**1,100**	**834**	**718**	**32%**	**53%**	**658**	**505**	**409**	**30%**	**61%**
In-State	718	580	502	24%	43%	619	487	402	27%	54%	462	367	286	26%	62%
Out-of-State	546	392	431	39%	27%	354	241	238	47%	49%	161	102	100	58%	61%
NEBHE	0	0	0	-	-	0	0	0	-	-	0	0	0	-	-
Canadian	16	18	12	-11%	33%	12	9	6	33%	100%	4	5	3	-20%	33%
International	198	171	147	16%	35%	115	97	72	19%	60%	31	31	20	0%	55%
Online Student	--	--	--	--	--	493	231	154	113%	220%	343	185	112	85%	206%
White	1,005	791	752	27%	34%	788	590	529	34%	49%	507	378	328	34%	55%
Black	82	56	39	46%	110%	52	32	19	63%	174%	25	10	11	150%	127%
Hispanic	45	35	30	29%	50%	34	24	17	42%	100%	15	14	8	7%	88%
Asian	117	78	102	50%	15%	74	48	55	54%	35%	26	17	18	53%	44%
Native American	22	16	15	38%	47%	18	11	12	64%	50%	10	8	10	25%	0%

Doctoral

	Applied					Admitted					Enrolled				
	2020	2019	2018	2020 vs. 2019 % Change	2020 vs. 2018 % Change	2020	2019	2018	2020 vs. 2019 % Change	2020 vs. 2018 % Change	2020	2019	2018	2020 vs. 2019 % Change	2020 vs. 2018 % Change
Total	**652**	**480**	**446**	**36%**	**46%**	**186**	**139**	**123**	**34%**	**51%**	**103**	**76**	**73**	**36%**	**41%**
In-State	105	55	68	91%	54%	66	29	38	128%	74%	49	23	31	113%	58%
Out-of-State	338	275	236	23%	43%	72	75	44	-4%	64%	35	34	23	3%	52%
NEBHE	0	0	0	-	-	0	0	0	-	-	0	0	0	-	-
Canadian	1	2	6	-50%	-83%	0	1	2	-100%	-100%	0	0	1	-	-100%
International	208	148	136	41%	53%	48	34	39	41%	23%	19	19	18	0%	6%
Online Student	--	--	--	--	--	0	0	0			0	0	0		
White	342	274	260	25%	32%	113	82	79	38%	43%	62	46	51	35%	22%
Black	35	34	15	3%	133%	5	4	5	25%	0%	3	2	1	50%	200%
Hispanic	32	24	11	33%	191%	11	9	4	22%	175%	7	6	3	17%	133%
Asian	118	77	83	53%	42%	26	21	17	24%	53%	11	13	10	-15%	10%
Native American	4	1	1	300%	300%	1	0	0	-	-	1	0	0	-	-

University of Maine
Fall 2020 Graduate Admissions Report
(As of the end of the add/drop period)

Postbaccalaureate Certificate

	Applied					Admitted					Enrolled				
	2020	**2019**	**2018**	**2020 vs. 2019 % Change**	**2020 vs. 2018 % Change**	**2020**	**2019**	**2018**	**2020 vs. 2019 % Change**	**2020 vs. 2018 % Change**	**2020**	**2019**	**2018**	**2020 vs. 2019 % Change**	**2020 vs. 2018 % Change**
Total	**223**	**148**	**125**	**51%**	**78%**	**206**	**143**	**113**	**44%**	**82%**	**126**	**105**	**69**	**20%**	**83%**
In-State	143	110	103	30%	39%	133	107	95	24%	40%	85	83	61	2%	39%
Out-of-State	69	32	20	116%	245%	64	32	17	100%	276%	36	21	8	71%	350%
NEBHE	0	0	0	-	-	0	0	0	-	-	0	0	0	-	-
Canadian	3	1	0	200%	-	2	1	0	100%	-	1	0	0	-	-
International	8	5	2	60%	300%	7	3	1	133%	600%	4	1	0	300%	-
Online Student	--	--	--	--	--	195	143	96	36%	103%	121	105	66	15%	83%
White	156	105	93	49%	68%	147	104	87	41%	69%	89	73	54	22%	65%
Black	10	4	1	150%	900%	8	3	0	167%	-	5	3	0	67%	-
Hispanic	8	1	1	700%	700%	7	1	0	600%	-	3	1	0	200%	-
Asian	9	3	1	200%	800%	8	2	1	300%	700%	3	2	1	50%	200%
Native American	3	2	4	50%	-25%	2	2	4	0%	-50%	0	1	2	-100%	-100%

(UMaine Office of Institutional Research and Assessment, 9.18.20)

Fall 2020 Graduate Admissions Report
(As of the end of the add/drop period)
Master's/CAS Applicants by Academic Plan

College	Code	Academic Plan	Applied			2020 Applications Completed	2020 Applications Completed but No Decision	Days Since Application Completed			Admitted			Enrolled		
			2020	2019	% Change			Average	Min	Max	2020	2019	% Change	2020	2019	% Change
College of Education and Human Development	EDL-EDS	Educational Leadership (CAS)	4	24	-83%	3	1	0	0	0	2	24	-92%	2	22	-91%
	EDL-MED	Educational Leadership (MED)	4	43	-91%	3	1	0	0	0	2	38	-95%	0	33	-100%
	EDC-MED	Elementary Ed-Curr Assmt Inst	20	25	-20%	20	0	-	-	-	20	22	-9%	15	18	-17%
	EDC-EDS	Elementary Education (CAI)	2	4	-50%	2	0	-	-	-	2	4	-50%	1	3	-67%
	HUD-MS	Human Development	5	16	-69%	5	0	-	-	-	5	14	-64%	4	11	-64%
	EDX-MED	Individualized Program (MED)	1	2	-50%	1	0	-	-	-	1	2	-50%	1	2	-50%
	EDT-EDS	Instructional Technology (CAS)	13	7	86%	13	0	-	-	-	13	7	86%	8	4	100%
	EDT-MED	Instructional Technology	26	21	24%	26	0	-	-	-	26	20	30%	22	17	29%
	KPE-MED	Kinesiology & Physical Educ (MED)	5	4	25%	5	0	-	-	-	5	3	67%	3	3	0%
	KPE-MS	Kinesiology & Physical Educ (MS)	5	4	25%	5	0	-	-	-	5	4	25%	2	3	-33%
	LED-EDS	Literacy Education (CAS)	3	4	-25%	3	0	-	-	-	3	4	-25%	3	4	-25%
	LED-MED	Literacy Education (MED)	15	18	-17%	15	1	16	16	16	14	16	-13%	11	10	10%
	EDA-EDS	Secondary Education (CAI)	5	1	400%	5	0	-	-	-	5	1	400%	2	1	100%
	EDS-MAT	Secondary Education (MAT)	15	20	-25%	11	1	0	0	0	10	16	-38%	7	11	-36%
	EDA-MED	Secondary Educ-Curr Assmt Inst	12	6	100%	11	0	-	-	-	11	6	83%	7	4	75%
	SED-EDS	Special Education (CAS)	2	4	-50%	2	0	-	-	-	2	3	-33%	1	3	-67%
	SED-MED	Special Education (MED)	40	28	43%	38	0	-	-	-	36	27	33%	28	23	22%
	HED-EDS	Student Dev in Higher Educ (CAS)	6	0	-	6	0	-	-	-	6	0	-	2	0	-
	HED-MA	Student Dev in Higher Educ (MA)	0	0	-	0	0	-	-	-	0	0	-	0	0	-
	HED-MED	Student Dev in Higher Educ (MED)	33	37	-11%	32	0	-	-	-	28	32	-13%	11	10	10%
	Total		**216**	**268**	**-19%**	**206**	**4**				**196**	**243**	**-19%**	**130**	**182**	**-29%**
College of Engineering	BLE-MS	Biological Engineering	12	12	0%	11	0	-	-	-	8	1	700%	6	1	500%
	CHE-MS	Chemical Engineering	6	11	-45%	6	0	-	-	-	2	5	-60%	0	2	-100%
	CIE-ME	Civil Engineering (ME)	2	7	-71%	2	0	-	-	-	2	5	-60%	2	3	-33%
	CIE-MS	Civil Engineering	31	16	94%	29	0	-	-	-	26	16	63%	11	7	57%
	CEN-MS	Computer Engineering	1	7	-86%	1	0	-	-	-	0	6	-100%	0	5	-100%
	ELE-MS	Electrical Engineering	4	2	100%	4	0	-	-	-	4	2	100%	1	0	-
	EPS-ME	Engineering Physics	0	0	-	0	0	-	-	-	0	0	-	0	0	-
	MEE-MS	Mechanical Engineering	32	32	0%	3	0	-	-	-	29	27	7%	11	12	-8%
	Total		**88**	**87**	**1%**	**56**	**0**				**71**	**62**	**15%**	**31**	**30**	**3%**

Fall 2020 Graduate Admissions Report
(As of the end of the add/drop period)
Master's/CAS Applicants by Academic Plan

College	Code	Academic Plan	Applied			2020 Applications Completed	2020 Applications Completed but No Decision	Days Since Application Completed			Admitted			Enrolled		
			2020	2019	% Change			Average	Min	Max	2020	2019	% Change	2020	2019	% Change
College of Liberal Arts & Sciences	AEP-MA	Anthropology & Environ Policy	16	15	7%	11	1	201	201	201	13	11	18%	3	2	50%
	CHY-MS	Chemistry	7	1	600%	7	5	0	0	0	1	1	0%	0	0	-
	COM-MA	Communication	30	12	150%	27	1	91	91	91	10	9	11%	6	5	20%
	COS-MS	Computer Science	12	13	-8%	1	0	-	-	-	7	6	17%	4	1	300%
	ENG-MA	English	53	21	152%	52	1	179	179	179	38	18	111%	14	9	56%
	FRE-MA	French (MA)	1	2	-50%	1	0	-	-	-	1	1	0%	1	1	0%
	FRE-MAT	French (MAT)	0	1	-100%	0	0	-	-	-	0	1	-100%	0	1	-100%
	GPL-MA	Global Policy	47	46	2%	41	1	0	0	0	39	40	-3%	13	15	-13%
	HTY-MA	History	14	10	40%	14	0	-	-	-	11	8	38%	6	4	50%
	ISY-MS	Information Systems	35	26	35%	33	0	-	-	-	32	20	60%	25	13	92%
	SMT-MST	Master of Science in Teaching	10	7	43%	8	0	-	-	-	8	5	60%	5	3	67%
	MAT-MA	Mathematics	12	10	20%	12	0	-	-	-	11	6	83%	6	4	50%
	MUI-MM	Music Education	1	3	-67%	1	0	-	-	-	1	2	-50%	0	2	-100%
	MUP-MM	Music Performance	3	2	50%	3	0	-	-	-	3	2	50%	2	1	100%
	PHY-MS	Physics	7	6	17%	6	0	-	-	-	0	4	-100%	0	3	-100%
	PSY-MA	Psychology	7	12	-42%	7	0	-	-	-	1	1	0%	1	1	0%
	SPA-MAT	Spanish	0	1	-100%	0	0	-	-	-	0	0	-	0	0	-
	SPI-MS	Spatial Informatics	10	3	233%	10	0	-	-	-	9	3	200%	8	2	300%
	SIS-MS	Spatial Information Sci & Egr	2	4	-50%	2	0	-	-	-	2	3	-33%	0	2	-100%
	Total		**267**	**195**	**37%**	**236**	**9**				**187**	**141**	**33%**	**94**	**69**	**36%**
Maine Business School	**BUA-MBA**		**347**	**71**	**389%**	**11**	**1**				**317**	**65**	**388%**	**205**	**43**	**377%**

Fall 2020 Graduate Admissions Report
(As of the end of the add/drop period)
Master's/CAS Applicants by Academic Plan

College	Code	Academic Plan	Applied			2020 Applications Completed	2020 Applications Completed but No Decision	Days Since Application Completed			Admitted			Enrolled		
			2020	2019	% Change			Average	Min	Max	2020	2019	% Change	2020	2019	% Change
College of Natural Sciences, Forestry, & Agriculture	ANS-MPS	Animal Sciences (MPS)	0	0	-	0	0	-	-	-	0	0	-	0	0	-
	ANS-MS	Animal Sciences (MS)	1	6	-83%	1	0	-	-	-	1	4	-75%	1	2	-50%
	AAR-MS	Aquaculture & Aquatic Res	5	2	150%	4	2	224	207	241	1	0	-	1	0	-
	BCH-MS	Biochemistry (MS)	7	5	40%	7	1	84	84	84	2	3	-33%	1	1	0%
	BTP-MS	Botany & Plant Pathology	6	7	-14%	6	0	-	-	-	3	3	0%	2	3	-33%
	CSD-MA	Communication Sci & Disorders	75	81	-7%	75	0	-	-	-	47	50	-6%	17	19	-11%
	ERS-MS	Earth and Climate Sciences	29	33	-12%	28	0	-	-	-	4	8	-50%	4	2	100%
	EES-MS	Ecology & Environmental Sci	30	23	30%	25	0	-	-	-	9	9	0%	8	6	33%
	ECO-MA	Economics	5	4	25%	4	0	-	-	-	3	3	0%	1	2	-50%
	ECO-MS	Economics (MS)	16	9	78%	16	0	-	-	-	13	5	160%	6	3	100%
	ENT-MS	Entomology	3	2	50%	3	0	-	-	-	2	1	100%	2	1	100%
	FIE-MA	Financial Economics	5	5	0%	4	0	-	-	-	2	2	0%	1	0	-
	FSN-MS	Food Science & Human Nutrition	31	27	15%	29	0	-	-	-	23	16	44%	14	10	40%
	FOR-MS	Forest Resources	21	16	31%	20	0	-	-	-	14	15	-7%	8	7	14%
	FTY-MFOR	Forestry	13	15	-13%	13	0	-	-	-	13	15	-13%	6	8	-25%
	HCL-MS	Horticulture	2	4	-50%	1	0	-	-	-	0	1	-100%	0	0	-
	MAB-MS	Marine Biology	32	36	-11%	21	16	207	0	317	3	11	-73%	3	10	-70%
	MAP-MS	Marine Policy	10	10	0%	9	7	242	203	253	2	0	-	1	0	-
	MCB-MPS	Microbiology (MPS)	0	1	-100%	0	0	-	-	-	0	1	-100%	0	1	-100%
	MCB-MS	Microbiology (MS)	14	14	0%	10	0	-	-	-	5	6	-17%	2	4	-50%
	NUR-CAS	Nursing (CAS)	1	0	-	1	0	-	-	-	1	0	-	1	0	-
	NUR-MS	Nursing (MS)	19	13	46%	19	0	-	-	-	18	13	38%	16	9	78%
	OCE-MS	Oceanography	7	5	40%	4	2	199	165	233	2	1	100%	2	0	-
	PSE-MS	Plant, Soil & Environmental Sc	6	4	50%	6	0	-	-	-	2	1	100%	2	1	100%
	QCS-MS	Quaternary & Climate Studies	17	14	21%	17	0	-	-	-	9	12	-25%	2	4	-50%
	REP-MS	Resource Economics & Policy	8	6	33%	8	0	-	-	-	7	2	250%	3	1	200%
	SWK-MSW	Social Work	122	127	-4%	0	0	-	-	-	91	88	3%	61	49	24%
	WLC-MWC	Wildlife Conservation	2	4	-50%	0	0	-	-	-	1	3	-67%	0	2	-100%
	WLE-MS	Wildlife Ecology	3	6	-50%	0	1	54	54	54	0	1	-100%	0	1	-100%
	ZOL-MS	Zoology	7	7	0%	0	0	-	-	-	1	3	-67%	0	3	-100%
	Total		**497**	**486**	**2%**	**331**	**29**				**279**	**277**	**1%**	**165**	**149**	**11%**
Other	IDS-MA	Interdisciplinary Studies	12	18	-33%	11	0	-	-	-	10	16	-38%	7	11	-36%
	IMD-MFA	Intermedia (Studio)	12	13	-8%	11	0	-	-	-	11	13	-15%	9	11	-18%
	IMA-MA	Intermedia Arts	2	1	100%	2	0	-	-	-	2	1	100%	0	0	-
	PSM-PSM	Professional Science Masters	37	22	68%	34	1	36	36	36	27	16	69%	17	10	70%

(UMaine Office of Institutional Research and Assessment, 9.18.20)

Fall 2020 Graduate Admissions Report
(As of the end of the add/drop period)
Doctoral Applicants by Academic Plan

College	Code	Academic Plan	Applied			2020 Applications Completed	2020 Applications Completed but No Decision	Days Since Application Completed			Admitted			Enrolled		
			2020	2019	% Change			Average	Min	Max	2020	2019	% Change	2020	2019	% Change
College of Education & Human Development	EDL-EDD	Educational Leadership	17	0	-	17	0	-	-	-	15	0	-	11	0	-
	EDU-PHD	Education-PhD	17	7	143%	14	2	292	291	292	10	3	233%	8	2	300%
	HEL-PHD	Higher Ed Leadership	0	0	-	0	0	-	-	-	0	0	-	0	0	-
	HED-EDD	Higher Education	0	1	-100%	0	0	-	-	-	0	0	-	0	0	-
	EDX-EDD	Individualized Program	0	0	-	0	0	-	-	-	0	0	-	0	0	-
	Total		**34**	**8**	**325%**	**31**	**2**				**25**	**3**	**733%**	**19**	**2**	**850%**
College of Engineering	CHE-PHD	Chemical Engineering	15	9	67%	15	0	-	-	-	6	4	50%	0	1	-100%
	CIE-PHD	Civil Engineering	13	8	63%	13	0	-	-	-	5	5	0%	5	3	67%
	ELE-PHD	Elect & Comp Egr	7	1	600%	7	0	-	-	-	4	1	300%	1	1	0%
	MEE-PHD	Mechanical Engineering	25	11	127%	20	0	-	-	-	22	10	120%	2	2	0%
	Total		**60**	**29**	**107%**	**55**	**0**				**37**	**20**	**85%**	**8**	**7**	**14%**
College of Liberal Arts & Sciences	AEP-PHD	Anthropology & Environ Policy	10	15	-33%	10	0	-	-	-	4	11	-64%	1	4	-75%
	CHY-PHD	Chemistry	38	18	111%	32	14	0	0	0	14	12	17%	7	3	133%
	COM-PHD	Communication	24	14	71%	23	0	-	-	-	4	6	-33%	2	2	0%
	COS-PHD	Computer Science	10	8	25%	8	0	-	-	-	6	6	0%	2	1	100%
	HTY-PHD	History	6	7	-14%	6	0	-	-	-	5	6	-17%	2	4	-50%
	PHY-PHD	Physics	37	31	19%	35	0	-	-	-	3	8	-63%	2	7	-71%
	PSY-PHD	Psychology	160	132	21%	157	0	-	-	-	9	8	13%	7	6	17%
	SIS-PHD	Spatial Information Sci & Egr	5	5	0%	5	0	-	-	-	4	3	33%	2	1	100%
	Total		**290**	**230**	**26%**	**276**	**14**				**49**	**60**	**-18%**	**25**	**28**	**-11%**
College of Natural Sciences, Forestry, & Agriculture	AAR-PHD	Aquaculture & Aquatic Res-PHD	-	0	-	0	0	-	-	-	-	0	-	-	0	-
	BMO-PHD	Biochem & Molecular Biology	27	16	69%	27	0	-	-	-	4	7	-43%	1	2	-50%
	BSC-PHD	Biological Sciences	15	9	67%	14	0	-	-	-	2	1	100%	0	1	-100%
	EES-PHD	Ecology & Environmental Sci	40	18	122%	39	0	-	-	-	16	8	100%	11	8	38%
	ERS-PHD	Earth and Climate Sciences	11	13	-15%	11	0	-	-	-	1	5	-80%	1	4	-75%
	FNS-PHD	Food and Nutrition Sciences	6	3	100%	6	0	-	-	-	3	1	200%	1	1	0%
	FOR-PHD	Forest Resources	7	15	-53%	7	0	-	-	-	7	13	-46%	3	6	-50%
	MAB-PHD	Marine Biology	27	19	42%	23	12	249	183	277	11	5	120%	10	4	150%
	MBR-PHD	Marine Bio-Resources	0	0	-	0	0	-	-	-	0	0	-	0	0	-
	MCB-PHD	Microbiology	17	6	183%	16	0	-	-	-	3	2	50%	1	0	-
	OCE-PHD	Oceanography	6	4	50%	6	5	244	200	288	0	0	-	0	0	-
	PLS-PHD	Plant Science	3	3	0%	3	0	-	-	-	2	0	-	0	0	-
	WLE-PHD	Wildlife Ecology	4	0	-	4	0	-	-	-	2	0	-	2	0	-
	ZOL-PHD	Zoology	-	2	-	0	0	-	-	-	-	0	-	-	0	-
	Total		**163**	**108**	**51%**	**156**	**17**				**51**	**42**	**21%**	**30**	**26**	**15%**
Other Programs	BME-PHD	Biomedical Engineering	20	22	-9%	18	0	-	-	-	2	1	100%	2	1	100%
	BMS-PHD	Biomedical Sciences	73	80	-9%	68	0	-	-	-	12	10	20%	10	10	0%
	INT-PHD	Interdisciplinary Studies	12	3	300%	12	2	122	73	171	10	3	233%	9	2	350%

(UMaine Office of Institutional Research and Assessment, 9.18.20)

Fall 2020 Graduate Admissions Report
(As of the end of the add/drop period)
Post-Baccalaureate Certificate Applicants by Academic Plan

College	Code	Academic Plan	Applied			2020 Applications Completed	2020 Applications Completed but No Decision	Days Since Application Completed			Admitted			Enrolled		
			2020	2019	% Change			Average	Min	Max	2020	2019	% Change	2020	2019	% Change
College of Education & Human Development	ASD-CGS	Autism Spectrum Disorders	12	12	0%	11	0	0	0	0	11	12	-8%	7	7	0%
	ATC-CGS	Alternative Teacher Certification	0	0	-	0	0	0	0	0	0	0	-	0	0	-
	CEDU-CGS	Computing for Educators	5	0	-	4	1	18	18	18	3	0	-	2	0	-
	CMT-CGS	Computational Thinking for Education	2	0	-	2	0	0	0	0	2	0	-	2	0	-
	CTI-CGS	Classroom Tech Integrationist	15	21	-29%	15	0	0	0	0	15	21	-29%	11	17	-35%
	ECT-CGS	Early Childhood Teacher	3	7	-57%	3	0	0	0	0	3	7	-57%	1	7	-86%
	ESL-CGS	English as a Second Lang Certification	0	0	-	0	0	0	0	0	0	0	-	0	0	-
	IND-CGS	Instructional Design Cert	18	12	50%	18	0	0	0	0	17	12	42%	11	6	83%
	LIB-CGS	Library and Media Specialist	9	0	-	9	0	0	0	0	8	0	-	7	0	-
	PPI-CGS	High Level Prac to Promote Inclusion	2	0	-	2	0	0	0	0	2	0	-	1	0	-
	RTIB-CGS	Resp to Intervent for Behavior	16	20	-20%	16	0	0	0	0	16	19	-16%	10	15	-33%
	TCW-CGS	Teaching Consultant in Writing	0	0	-	0	0	0	0	0	0	0	-	0	0	-
	TOL-CGS	Try On Leadership	20	0	-	20	0	0	0	0	20	0	-	16	0	-
	Total		102	72	42%	100	1				97	71	37%	68	52	31%
College of Engineering	AENG-CGS	Aerospace Engineering	0	0	-	0	0	0	0	0	0	0	-	0	0	-
	SVE-CGS	Surveying Engineering	6	8	-25%	5	0	0	0	0	5	7	-29%	3	4	-25%
	Total		6	8	-25%	5	0				5	7	-29%	3	4	-25%
College of Liberal Arts & Sciences	DIGC-CGS	Digital Curation	9	7	29%	9	0	0	0	0	9	7	29%	8	7	14%
	GIS-CGS	Geographic Information Systems	6	5	20%	6	0	0	0	0	6	4	50%	3	3	0%
	ISY-CGS	Information Systems	7	16	-56%	7	0	0	0	0	6	15	-60%	3	15	-80%
	Total		22	28	-21%	22	0				21	26	-19%	14	25	-44%
Maine Business School	BUA-CGS	Business Administration	42	27	56%	30	0	0	0	0	36	26	38%	21	17	24%
	BSAN-CGS	Business Analytics	2	0	-	2	0	0	0	0	1	0	-	1	0	-
	Total		44	27	63%	32	0	0	0	0	37	26	42%	22	17	29%
College of Natural Sciences, Forestry, & Agriculture	FTE-CGS	Food Technology	9	0	-	9	1	0	0	0	8	0	-	3	0	-
	GTY-CGS	Gerontology (Interprofessional)	6	5	20%	6	1	0	0	0	5	5	0%	0	3	-100%
	HNU-CGS	Human Nutrition	5	0	-	4	0	0	0	0	4	0	-	3	0	-
	ICS-CGS	Interdisc Climate Studies	4	0	-	4	0	0	0	0	4	0	-	2	0	-
	NUED-CGS	Nursing Education	3	1	200%	3	0	0	0	0	3	1	200%	1	1	0%
	Total		27	6	350%	26	2				24	6	300%	9	4	125%
Other Programs	IDS-CGS	Interdisciplinary Disab Stds	18	4	350%	18	0	0	0	0	18	4	350%	9	3	200%
	INEG-CGS	Innovation Engineering	4	3	33%	4	0	0	0	0	4	3	33%	1	0	-
	Total		22	7	214%	22	0				22	7	214%	10	3	233%

(UMaine Office of Institutional Research and Assessment, 9.18.20)

Fall 2020 Graduate Admissions Report
(As of the end of the add/drop period)
Online Program Admitted and Enrolled by Academic Plan

				Admitted			Enrolled		
College	**Code**	**Academic Plan**	**Academic Plan**	**2020**	**2019**	**% Change**	**2020**	**2019**	**% Change**
College of Education & Human Development	Post-baccalaurate certificate	ASD-CGS	Autism Spectrum Disorders	11	12	-8%	7	7	0%
		CMT-CGS	Computational Thinking for Education	2	0	-	2	0	-
		CEDU-CGS	Computing for Educators	3	0	-	2	0	-
		CTI-CGS	Classroom Tech Integrationist	15	21	-29%	11	17	-35%
		ECT-CGS	Early Childhood Teacher	3	7	-57%	1	7	-86%
		IND-CGS	Instructional Design Cert	17	12	42%	11	6	83%
		LIB-CGS	Library and Media Specialist	8	0	-	7	0	-
		PPI-CGS	High Level Prac to Promote Inclusion	2	0	-	1	0	-
		RTIB-CGS	Resp to Intervent for Behavior	16	19	-16%	10	15	-33%
		TOL-CGS	Try On Leadership	20	0	-	16	0	-
	Master's	EDC-MED	Elementary Ed-Curr Assmt Inst	19	19	0%	14	17	-18%
		EDC-EDS	Elementary Education (CAI)	2	3	-33%	1	2	-50%
		EDL-EDS	Educational Leadership (EDS)	0	1	-100%	0	1	-100%
		EDL-MED	Educational Leadership (MED)	1	24	-96%	0	22	-100%
		EDT-EDS	Instructional Technology (EDS)	13	6	117%	8	4	100%
		EDT-MED	Instructional Technology	26	19	37%	22	17	29%
		LED-MED	Literacy Education	9	3	200%	7	3	133%
		EDA-EDS	Secondary Education (CAI)	5	1	400%	2	1	100%
		EDA-MED	Secondary Educ-Curr Assmt Inst	11	6	83%	7	4	75%
		EDS-MAT	Secondary Education (MS)	10	12	-17%	7	11	-36%
		SED-EDS	Special Education (EDS)	2	3	-33%	1	3	-67%
		SED-MED	Special Education	36	26	38%	28	23	22%
	Total			231	194	19%	165	160	3%
College of Engineering	Post-baccalaurate certificate	AENG-CGS	Aerospace Engineering	0	0	-	0	0	-
		SVE-CGS	Surveying Engineering	5	7	-29%	3	4	-25%
	Total			5	7	-29%	3	4	-25%
College of Liberal Arts & Sciences	Post-baccalaurate certificate	DIGC-CGS	Digital Curation	9	7	29%	8	7	14%
		GIS-CGS	Geographic Information Systems	6	4	50%	3	3	0%
		ISY-CGS	Information Systems	6	15	-60%	3	15	-80%
	Master's	ISY-MS	Information Systems	25	12	108%	19	8	138%
		SIS-MS	Spatial Information Sci & Egr	0	0	-	0	0	-
		SPI-MS	Spatial Informatics	9	1	800%	8	1	700%
	Total			55	39	41%	41	34	21%
Maine Business School	Post-baccalaurate certificate	BSAN-CGS	Business Analytics	1	0	-	1	0	-
		BUA-CGS	Business Administration	33	26	27%	20	17	18%
	Master's	BUA-MBA	Master Business Administration	244	34	618%	160	24	567%
	Total			278	60	363%	181	41	341%
College of Natural Sciences, Forestry, & Agriculture	Post-baccalaurate certificate	FTE-CGS	Food Technology	8	0	-	3	0	-
		HNU-CGS	Human Nutrition	4	0	-	3	0	-
		GTY-CGS	Gerontology (Interprofessionl)	5	5	0%	0	3	-100%
		NUED-CGS	Nursing Education	0	1	-100%	0	1	-100%
	Master's	FSN-MS	Food Science & Human Nutrition	1	0	-	1	0	-
		SWK-MSW	Social Work	46	36	28%	37	28	32%
	Total			64	42	52%	44	32	38%
Other Programs	Post-baccalaurate certificate	IDS-CGS	Interdisciplinary Disab Stds	18	4	350%	9	3	200%
		INEG-CGS	Innovation Engineering	3	3	0%	0	0	-
	Master's	IDS-MA	Interdisciplinary Studies	9	12	-25%	6	9	-33%
		PSM-PSM	Professional Science Masters	25	12	108%	15	7	114%
	Total			55	31	77%	30	19	58%

(UMaine Office of Institutional Research and Assessment, 9.18.20)

UMaine Fall 2020 Enrollment as of End of Add/Drop Period

	Fall Enrollment						Spring-to-Fall Retention**					
Degree	Class Level*	Fall 20 Enrollment as of 9.14	Fall 19 Enrollment as of 9.16	Difference	% Difference		Spring 20 Class Level*	Spring 20 Enrolled	Fall 20 Retained as of 9.14	Retention Rate	Spring 19 Enrolled	Fall 19 Retained as of 9.16	Retention Rate
Undergraduate	New FYR	2,095	2,160	-65	-3%		New FYR	1,918	1,660	87%	2,001	1,634	82%
Undergraduate	Cont. FYR	290	283	7	2%		Cont. FYR	169	125	74%	199	145	73%
Undergraduate	SO	2,020	2,037	-17	-1%		SO	1,470	1,313	89%	1,504	1,276	85%
Undergraduate	JR	2,056	1,959	97	5%		JR	1,859	1,749	94%	1,897	1,771	93%
Undergraduate	SR	2,504	2,466	38	2%		SR	1,394	1,227	88%	1,452	1,233	85%
Total Undergraduate Degree-Seeking		**8,965**	**8,905**	**60**	**1%**		**Total**	**6,810**	**6,074**	**89%**	**7,053**	**6,059**	**86%**
Undergraduate	Early College	376	296	80	27%								
Undergraduate	Other Nondegree	189	286	-97	-34%								
Total Undergraduate		**9,530**	**9,487**	**43**	**0%**								
Graduate	Postbacc Cert	156	125	31	25%		Postbacc Cert	116	63	54%	58	32	55%
Graduate	EDS/CAS	64	63	1	2%		EDS/CAS	57	43	75%	30	23	77%
Graduate	Masters	1,394	1,205	189	16%		Masters	853	709	83%	824	698	85%
Graduate	Doctoral	505	454	51	11%		Doctoral	391	362	93%	391	358	92%
Total Graduate Degree-Seeking		**2,119**	**1,847**	**272**	**15%**		**Total**	**1,417**	**1,177**	**83%**	**1,303**	**1,111**	**85%**
Graduate	Nondegree	152	242	-90	-37%								
Total Graduate		**2,271**	**2,089**	**182**	**9%**								
UMaine Total		**11,801**	**11,576**	**225**	**2%**								

UMaine Fall 2020 Enrollment as of End of Add/Drop Period:In-State Students

	Fall Enrollment						Spring-to-Fall Retention**					
Degree	Class Level*	Fall 20 Enrollment as of 9.14	Fall 19 Enrollment as of 9.16	Difference	% Difference		Spring 20 Class Level*	Spring 20 Enrolled	Fall 20 Retained as of 9.14	Retention Rate	Spring 19 Enrolled	Fall 19 Retained as of 9.16	Retention Rate
Undergraduate	New FYR	1,195	1,347	-152	-11%		New FYR	1,191	1,029	86%	1,085	892	82%
Undergraduate	Cont. FYR	161	173	-12	-7%		Cont. FYR	119	83	70%	132	96	73%
Undergraduate	SO	1,249	1,153	96	8%		SO	808	716	89%	772	648	84%
Undergraduate	JR	1,224	1,141	83	7%		JR	1,107	1,035	93%	1,213	1,124	93%
Undergraduate	SR	1,550	1,687	-137	-8%		SR	920	812	88%	1,055	903	86%
Total Undergraduate Degree-Seeking		**5,379**	**5,501**	**-122**	**-2%**		**Total**	**4,145**	**3,675**	**89%**	**4,257**	**3,663**	**86%**
Undergraduate	Early College	376	296	80	27%								
Undergraduate	Other Nondegree	164	203	-39	-19%								
Total Undergraduate		**5,919**	**6,000**	**-81**	**-1%**								
Graduate	Postbacc Cert	109	99	10	10%		Postbacc Cert	87	46	53%	49	28	57%
Graduate	EDS/CAS	62	62	0	0%		EDS/CAS	57	43	75%	30	23	77%
Graduate	Masters	1,011	884	127	14%		Masters	637	515	81%	615	516	84%
Graduate	Doctoral	211	178	33	19%		Doctoral	160	140	88%	163	139	85%
Total Graduate Degree-Seeking		**1,393**	**1,223**	**170**	**14%**		**Total**	**941**	**744**	**79%**	**857**	**706**	**82%**
Graduate	Nondegree	146	233	-87	-37%								
Total Graduate		1,539	1,456	83	6%								
UMaine Total		**7,458**	**7,456**	**2**	**0%**								

UMaine Fall 2020 Enrollment as of End of Add/Drop Period:Out-of-State Students

		Fall Enrollment					Spring-to-Fall Retention**					
								Fall 20			Fall 19	
Degree	Class Level*	Fall 20 Enrollment as of 9.14	Fall 19 Enrollment as of 9.16	Difference	% Difference	Spring 20 Class Level*	Spring 20 Enrolled	Retained as of 9.14	Retention Rate	Spring 19 Enrolled	Retained as of 9.16	Retention Rate
Undergraduate	New FYR	900	817	83	10%	New FYR	727	631	87%	916	742	81%
Undergraduate	Cont. FYR	129	110	19	17%	Cont. FYR	50	42	84%	67	49	73%
Undergraduate	SO	771	884	-113	-13%	SO	662	597	90%	732	628	86%
Undergraduate	JR	832	818	14	2%	JR	752	714	95%	684	647	95%
Undergraduate	SR	954	779	175	22%	SR	474	415	88%	397	330	83%
Total Undergraduate Degree-Seeking		**3,586**	**3,408**	**178**	**5%**	**Total**	**2,665**	**2,399**	**90%**	**2,796**	**2,396**	**86%**
Undergraduate	Early College	0	0	0	-							
Undergraduate	Other Nondegree	25	79	-54	-68%							
Total Undergraduate		**3,611**	**3,487**	**124**	**4%**							
Graduate	Postbacc Cert	47	25	22	88%	Postbacc Cert	29	17	59%	9	4	44%
Graduate	EDS/CAS	2	1	1	100%	EDS/CAS	0	0	0%	0	0	0%
Graduate	Masters	383	321	62	19%	Masters	216	194	90%	209	182	87%
Graduate	Doctoral	294	276	18	7%	Doctoral	231	222	96%	228	219	96%
Total Graduate Degree-Seeking		**726**	**623**	**103**	**17%**	**Total**	**476**	**433**	**91%**	**446**	**405**	**91%**
Graduate	Nondegree	6	9	-3	-33%							
Total Graduate		732	632	100	16%							
UMaine Total		**4,343**	**4,119**	**224**	**5%**							

Enrollment by Course Modality Mix				
	Fall 20		**Fall 19**	
Only online/remote (fall 20 only) courses	Students	% of students	Students	% of students
Undergraduate	3,082	32%	594	6%
Graduate	1,965	87%	712	31%
Total	5,047	43%	1,306	11%
Only in-person courses				
Undergraduate	179	2%	5,770	61%
Graduate	602	27%	1,163	51%
Total	781	7%	6,933	59%
Combination of modes				
Undergraduate	6,269	66%	3,123	33%
Graduate	604	27%	214	9%
Total	6,873	58%	3,337	28%

*Current class levels represent the current class level based on overall earned credit hours to date. One exception is the New FYR category: These students are the incoming first-year students for fall 2020 (or fall 2019 for the prior year comparison).

Spring class levels (adjusted) represent the class level of students based on overall earned credit hours as of the spring census date (February 15). One exception is the New FYR category: These students are the incoming first-year students from fall 2019 (or fall 2019 for the prior year comparison). Students who graduated in May or August (2019) or have applied to graduate (2020) are excluded.

Students are only counted once: In the college of their primary major.

** Spring-to-fall retention represents the percentage of students enrolled as of the spring census (and did not graduate) who have enrolled for fall.

(UMaine Office of Institutional Research and Assessment, 9.16.20)

UMaine Fall 2020 Overall Enrollment by College as of Add/Drop Period

College	Fall Enrollment				Spring-to-Fall Retention (Degree-Seeking Students)[2]					
	Fall 20 Enrollment as of 9.14	Fall 19 Enrollment as of 9.16	Difference	% Difference	Spring 20 Enrolled	Fall 20 Retained as of 9.14	Retention Rate	Spring 19 Enrolled	Fall 19 Retained as of 9.16	Retention Rate
Education & Human Development	1,286	1,352	-66	-5%	989	828	84%	1,021	861	84%
Engineering	1,425	1,387	38	3%	1,030	954	93%	1,087	972	89%
Honors College[1]	831		not available		597	567	95%	619	572	92%
Liberal Arts & Sciences	2,802	2,778	24	1%	2,115	1,781	84%	2,148	1,709	80%
Maine Business School	1,511	1,323	188	14%	1,024	909	89%	1,037	870	84%
Natural Sciences, Forestry, & Agriculture	3,139	3,087	52	2%	2,362	2,132	90%	2,439	2,162	89%
School of Engineering Technology	598	545	53	10%	480	429	89%	430	371	86%
Division of Lifelong Learning	91	78	13	17%	50	40	80%	45	32	71%
Other Graduate Programs	233	202	31	15%	177	136	77%	149	112	75%
Early College	376	296	80	27%						
Other Nondegree	340	528	-188	-36%						
UMaine total	11,801	11,576	225	2%	8,227	7,193	87%	8,356	7,050	84%

[1] Students in the Honors College are also counted in the college of their major. Point-in-time enrollment are not available for fall 2019.

[2] Spring-to-fall retention represents the percentage of students enrolled as of the spring census (and did not graduate) who have enrolled for fall.

(UMaine Office of Institutional Research and Assessment, 9.16.20)

Fall 2020 Undergraduate Enrollment (As of End of Add/Drop Period)

		Fall Enrollment					Spring-to-Fall Retention[2]						
Degree	College	Current Class Level[1]	Fall 20 Enrollment as of 9.14	Fall 19 Enrollment as of 9.16	Difference	% Difference	Spring Class Level[1] (Adjusted)	Spring 20 Enrolled (Adjusted)*	Fall 20 Retained as of 9.14	Retention Rate	Spring 19 Enrolled	Fall 19 Retained as of 9.16	Retention Rate
Bachelors	Education & Human Development	New FYR	134	144	-10	-7%	New FYR	135	121	90%	146	120	82%
Bachelors	Education & Human Development	Cont. FYR	16	18	-2	-11%	Cont. FYR	9	7	78%	17	12	71%
Bachelors	Education & Human Development	SO	177	185	-8	-4%	SO	138	128	93%	132	118	89%
Bachelors	Education & Human Development	JR	204	185	19	10%	JR	178	166	93%	196	183	93%
Bachelors	Education & Human Development	SR	222	250	-28	-11%	SR	113	105	93%	140	117	84%
Total Education & Human Development			**753**	**782**	**-29**	**-4%**		**573**	**527**	**92%**	**631**	**550**	**87%**
Bachelors	Engineering	New FYR	390	341	49	14%	New FYR	301	271	90%	331	282	85%
Bachelors	Engineering	Cont. FYR	17	15	2	13%	Cont. FYR	10	9	90%	17	15	88%
Bachelors	Engineering	SO	246	290	-44	-15%	SO	151	140	93%	142	124	87%
Bachelors	Engineering	JR	287	224	63	28%	JR	234	224	96%	230	217	94%
Bachelors	Engineering	SR	362	390	-28	-7%	SR	255	241	95%	270	251	93%
Total Engineering			**1302**	**1260**	**42**	**3%**		**951**	**885**	**93%**	**990**	**889**	**89%**
Bachelors	Honors College	New FYR	342				New FYR	260	243	93%	276	252	91%
Bachelors	Honors College	Cont. FYR	2				Cont. FYR	0	0	--	3	2	67%
Bachelors	Honors College	SO	169	not available			SO	60	59	98%	58	55	95%
Bachelors	Honors College	JR	146				JR	137	131	96%	156	151	97%
Bachelors	Honors College	SR	171				SR	140	135	96%	126	115	91%
Total Honors College[3]			**830**					**597**	**568**	**95%**	**619**	**575**	**93%**
Bachelors	Liberal Arts & Sciences	New FYR	728	791	-63	-8%	New FYR	667	539	81%	677	503	74%
Bachelors	Liberal Arts & Sciences	Cont. FYR	116	129	-13	-10%	Cont. FYR	78	52	67%	109	74	68%
Bachelors	Liberal Arts & Sciences	SO	606	579	27	5%	SO	426	365	86%	389	315	81%
Bachelors	Liberal Arts & Sciences	JR	485	448	37	8%	JR	431	393	91%	448	419	94%
Bachelors	Liberal Arts & Sciences	SR	555	562	-7	-1%	SR	297	252	85%	331	269	81%
Liberal Arts & Sciences			**2,490**	**2,509**	**-19**	**-1%**		**1,899**	**1,601**	**84%**	**1,954**	**1,580**	**81%**
Bachelors	Maine Business School	New FYR	233	258	-25	-10%	New FYR	239	216	90%	228	182	80%
Bachelors	Maine Business School	Cont. FYR	41	35	6	17%	Cont. FYR	22	18	82%	16	12	75%
Bachelors	Maine Business School	SO	302	295	7	2%	SO	228	201	88%	284	243	86%
Bachelors	Maine Business School	JR	310	314	-4	-1%	JR	298	285	96%	310	287	93%
Bachelors	Maine Business School	SR	305	291	14	5%	SR	114	97	85%	124	93	75%
Maine Business School			**1,191**	**1,193**	**-2**	**0%**		**901**	**817**	**91%**	**962**	**817**	**85%**
Bachelors	Natural Sciences, Forestry, & Agriculture	New FYR	524	560	-36	-6%	New FYR	512	459	90%	550	484	88%
Bachelors	Natural Sciences, Forestry, & Agriculture	Cont. FYR	66	60	6	10%	Cont. FYR	36	29	81%	30	23	77%
Bachelors	Natural Sciences, Forestry, & Agriculture	SO	580	567	13	2%	SO	413	380	92%	461	393	85%
Bachelors	Natural Sciences, Forestry, & Agriculture	JR	620	629	-9	-1%	JR	576	549	95%	570	536	94%
Bachelors	Natural Sciences, Forestry, & Agriculture	SR	751	722	29	4%	SR	419	362	86%	430	376	87%
Natural Sciences, Forestry, & Agriculture			**2,541**	**2,538**	**3**	**0%**		**1,956**	**1,779**	**91%**	**2,041**	**1,812**	**89%**
Bachelors	School of Engineering Technology	New FYR	82	66	16	24%	New FYR	64	54	84%	69	63	91%
Bachelors	School of Engineering Technology	Cont. FYR	11	22	-11	-50%	Cont. FYR	13	9	69%	9	8	89%
Bachelors	School of Engineering Technology	SO	97	111	-14	-13%	SO	101	88	87%	93	81	87%
Bachelors	School of Engineering Technology	JR	136	140	-4	-3%	JR	132	123	93%	127	118	93%
Bachelors	School of Engineering Technology	SR	272	206	66	32%	SR	170	151	89%	132	108	82%
School of Engineering Technology			**598**	**545**	**53**	**9%**		**480**	**425**	**89%**	**430**	**378**	**88%**
Bachelors	Division of Lifelong Learning	New FYR	4	0	4	-	New FYR	0	0	-	0	0	-
Bachelors	Division of Lifelong Learning	Cont. FYR	23	4	19	475%	Cont. FYR	1	1	100%	1	1	100%
Bachelors	Division of Lifelong Learning	SO	12	10	2	20%	SO	13	11	85%	3	2	67%
Bachelors	Division of Lifelong Learning	JR	14	19	-5	-26%	JR	10	9	90%	16	11	69%
Bachelors	Division of Lifelong Learning	SR	37	45	-8	-18%	SR	26	19	73%	25	19	76%
Division of Lifelong Learning			**91**	**78**	**13**	**17%**		**50**	**40**	**80%**	**45**	**33**	**73%**
Total Degree-Seeking			**8,966**	**8,905**	**61**	**1%**		**6,810**	**6,074**	**89%**	**7,053**	**6,059**	**86%**
Early College			376	296	80	27%							
Other Nondegree			188	286	-98	-34%							
Total			**9,530**	**9,487**	**43**	**0%**							

Fall 2020 Undergraduate Enrollment: In-State (As of End of Add/Drop Period)

		Fall Enrollment						Spring-to-Fall Retention[2]						
Degree	College	Current Class Level[1]	Fall 20 Enrollment as of 9.14	Fall 19 Enrollment as of 9.16	Difference	% Difference		Spring Class Level[1] (Adjusted)	Spring 20 Enrolled (Adjusted)*	Fall 20 Retained as of 9.14	Retention Rate	Spring 19 Enrolled	Fall 19 Retained as of 9.16	Retention Rate
Bachelors	Education & Human Development	New FYR	89	93	-4	-4%		New FYR	86	75	87%	72	63	88%
Bachelors	Education & Human Development	Cont. FYR	10	13	-3	-23%		Cont. FYR	8	6	75%	12	9	75%
Bachelors	Education & Human Development	SO	113	115	-2	-2%		SO	86	79	92%	69	64	93%
Bachelors	Education & Human Development	JR	131	116	15	13%		JR	121	111	92%	131	122	93%
Bachelors	Education & Human Development	SR	148	172	-24	-14%		SR	82	75	91%	105	87	83%
Total Education & Human Development			**491**	**509**	**-18**	**-4%**			**383**	**346**	**90%**	**389**	**345**	**89%**
Bachelors	Engineering	New FYR	266	251	15	6%		New FYR	221	196	89%	238	206	87%
Bachelors	Engineering	Cont. FYR	11	10	1	10%		Cont. FYR	9	8	89%	10	8	80%
Bachelors	Engineering	SO	173	201	-28	-14%		SO	104	96	92%	80	68	85%
Bachelors	Engineering	JR	210	157	53	34%		JR	166	159	96%	179	168	94%
Bachelors	Engineering	SR	269	310	-41	-13%		SR	194	183	94%	219	205	94%
Total Engineering			**929**	**929**	**0**	**0%**			**694**	**642**	**93%**	**726**	**655**	**90%**
Bachelors	Honors College	New FYR	188	not available				New FYR	168	158	94%	142	128	90%
Bachelors	Honors College	Cont. FYR	1					Cont. FYR	0	0	-	3	2	67%
Bachelors	Honors College	SO	104					SO	33	32	97%	23	21	91%
Bachelors	Honors College	JR	89					JR	69	66	96%	90	86	96%
Bachelors	Honors College	SR	96					SR	84	82	98%	88	79	89%
Total Honors College[3]			**478**						**354**	**338**	**95%**	**346**	**316**	**91%**
Bachelors	Liberal Arts & Sciences	New FYR	421	519	-98	-19%		New FYR	448	364	81%	384	287	75%
Bachelors	Liberal Arts & Sciences	Cont. FYR	77	85	-8	-9%		Cont. FYR	57	34	60%	77	53	69%
Bachelors	Liberal Arts & Sciences	SO	398	343	55	16%		SO	253	215	85%	222	176	79%
Bachelors	Liberal Arts & Sciences	JR	304	288	16	6%		JR	275	249	91%	317	295	93%
Bachelors	Liberal Arts & Sciences	SR	390	434	-44	-10%		SR	224	193	86%	269	221	82%
Liberal Arts & Sciences			**1,590**	**1,669**	**-79**	**-5%**			**1,257**	**1,055**	**84%**	**1,269**	**1,032**	**81%**
Bachelors	Maine Business School	New FYR	132	141	-9	-6%		New FYR	129	116	89%	117	95	81%
Bachelors	Maine Business School	Cont. FYR	23	19	4	21%		Cont. FYR	18	14	78%	6	5	83%
Bachelors	Maine Business School	SO	181	181	0	0%		SO	135	119	88%	151	135	89%
Bachelors	Maine Business School	JR	199	183	16	9%		JR	179	170	95%	182	165	91%
Bachelors	Maine Business School	SR	184	177	7	4%		SR	76	67	88%	90	67	74%
Maine Business School			**719**	**701**	**18**	**3%**			**537**	**486**	**91%**	**546**	**467**	**86%**
Bachelors	Natural Sciences, Forestry, & Agriculture	New FYR	244	297	-53	-18%		New FYR	268	245	91%	241	210	87%
Bachelors	Natural Sciences, Forestry, & Agriculture	Cont. FYR	34	36	-2	-6%		Cont. FYR	23	17	74%	20	15	75%
Bachelors	Natural Sciences, Forestry, & Agriculture	SO	319	257	62	24%		SO	175	158	90%	204	168	82%
Bachelors	Natural Sciences, Forestry, & Agriculture	JR	313	307	6	2%		JR	298	282	95%	309	289	94%
Bachelors	Natural Sciences, Forestry, & Agriculture	SR	402	451	-49	-11%		SR	246	207	84%	281	249	89%
Natural Sciences, Forestry, & Agriculture			**1,312**	**1,348**	**-36**	**-3%**			**1,010**	**909**	**90%**	**1,055**	**931**	**88%**
Bachelors	School of Engineering Technology	New FYR	42	42	0	0%		New FYR	39	33	85%	33	31	94%
Bachelors	School of Engineering Technology	Cont. FYR	4	7	-3	-43%		Cont. FYR	3	3	100%	6	5	83%
Bachelors	School of Engineering Technology	SO	53	46	7	15%		SO	42	38	90%	43	35	81%
Bachelors	School of Engineering Technology	JR	55	76	-21	-28%		JR	62	58	94%	82	76	93%
Bachelors	School of Engineering Technology	SR	128	106	22	21%		SR	79	73	92%	69	57	83%
School of Engineering Technology			**282**	**277**	**5**	**2%**			**225**	**205**	**91%**	**233**	**204**	**88%**
Bachelors	Division of Lifelong Learning	New FYR	1	0	1	-		New FYR	0	0	-	0	0	-
Bachelors	Division of Lifelong Learning	Cont. FYR	2	3	-1	-33%		Cont. FYR	1	1	100%	1	1	100%
Bachelors	Division of Lifelong Learning	SO	12	10	2	20%		SO	13	11	85%	3	2	67%
Bachelors	Division of Lifelong Learning	JR	12	14	-2	-14%		JR	6	6	100%	13	9	69%
Bachelors	Division of Lifelong Learning	SR	29	37	-8	-22%		SR	19	14	74%	22	17	77%
Division of Lifelong Learning			**56**	**64**	**-8**	**-13%**			**39**	**32**	**82%**	**39**	**29**	**74%**
Total Degree-Seeking			**5,379**	**5,497**	**-118**	**-2%**			**4,145**	**3,675**	**89%**	**4,257**	**3,663**	**86%**
Early College			376	296	80	27%								
Other Nondegree			164	207	-43	-21%								
Total			**5,919**	**6,000**	**-81**	**-1%**								

Fall 2020 Undergraduate Enrollments: Out-of-State (As of End of Add/Drop Period)

		Fall Enrollment					Spring-to-Fall Retention[2]						
Degree	College	Current Class Level[1]	Fall 20 Enrollment as of 9.14	Fall 19 Enrollment as of 9.16	Difference	% Difference	Spring Class Level[1] (Adjusted)	Spring 20 Enrolled (Adjusted)*	Fall 20 Retained as of 9.14	Retention Rate	Spring 19 Enrolled	Fall 19 Retained as of 9.16	Retention Rate
Bachelors	Education & Human Development	New FYR	45	51	-6	-12%	New FYR	49	46	94%	74	57	77%
Bachelors	Education & Human Development	Cont. FYR	6	5	1	20%	Cont. FYR	1	1	100%	5	3	60%
Bachelors	Education & Human Development	SO	64	70	-6	-9%	SO	52	49	94%	63	54	86%
Bachelors	Education & Human Development	JR	73	69	4	6%	JR	57	55	96%	65	61	94%
Bachelors	Education & Human Development	SR	74	78	-4	-5%	SR	31	30	97%	35	30	86%
Total Education & Human Development			**262**	**273**	**-11**	**-4%**		**190**	**181**	**95%**	**242**	**205**	**85%**
Bachelors	Engineering	New FYR	124	90	34	38%	New FYR	80	75	94%	93	76	82%
Bachelors	Engineering	Cont. FYR	6	5	1	20%	Cont. FYR	1	1	100%	7	7	100%
Bachelors	Engineering	SO	73	89	-16	-18%	SO	47	44	94%	62	56	90%
Bachelors	Engineering	JR	77	67	10	15%	JR	68	65	96%	51	49	96%
Bachelors	Engineering	SR	93	80	13	16%	SR	61	58	95%	51	46	90%
Total Engineering			**373**	**331**	**42**	**13%**		**257**	**243**	**95%**	**264**	**234**	**89%**
Bachelors	Honors College	New FYR	154	not available			New FYR	92	85	92%	134	124	93%
Bachelors	Honors College	Cont. FYR	1				Cont. FYR	0	0	-	0	0	-
Bachelors	Honors College	SO	65				SO	27	27	100%	35	34	97%
Bachelors	Honors College	JR	57				JR	68	65	96%	66	65	98%
Bachelors	Honors College	SR	75				SR	56	53	95%	38	36	95%
Total Honors College[3]			**352**					**243**	**230**	**95%**	**273**	**259**	**95%**
Bachelors	Liberal Arts & Sciences	New FYR	307	272	35	13%	New FYR	219	175	79%	293	216	74%
Bachelors	Liberal Arts & Sciences	Cont. FYR	39	44	-5	-11%	Cont. FYR	21	18	86%	32	21	66%
Bachelors	Liberal Arts & Sciences	SO	208	236	-28	-12%	SO	173	150	87%	167	139	83%
Bachelors	Liberal Arts & Sciences	JR	181	160	21	13%	JR	156	144	92%	131	124	95%
Bachelors	Liberal Arts & Sciences	SR	165	128	37	29%	SR	73	59	81%	62	48	77%
Liberal Arts & Sciences			**900**	**840**	**60**	**7%**		**642**	**546**	**85%**	**685**	**548**	**80%**
Bachelors	Maine Business School	New FYR	101	117	-16	-14%	New FYR	110	100	91%	111	87	78%
Bachelors	Maine Business School	Cont. FYR	18	16	2	13%	Cont. FYR	4	4	100%	10	7	70%
Bachelors	Maine Business School	SO	121	114	7	6%	SO	93	82	88%	133	108	81%
Bachelors	Maine Business School	JR	111	131	-20	-15%	JR	119	115	97%	128	122	95%
Bachelors	Maine Business School	SR	121	114	7	6%	SR	38	30	79%	34	26	76%
Maine Business School			**472**	**492**	**-20**	**-4%**		**364**	**331**	**91%**	**416**	**350**	**84%**
Bachelors	Natural Sciences, Forestry, & Agriculture	New FYR	280	263	17	6%	New FYR	244	214	88%	309	274	89%
Bachelors	Natural Sciences, Forestry, & Agriculture	Cont. FYR	32	24	8	33%	Cont. FYR	13	12	92%	10	8	80%
Bachelors	Natural Sciences, Forestry, & Agriculture	SO	261	310	-49	-16%	SO	238	222	93%	257	225	88%
Bachelors	Natural Sciences, Forestry, & Agriculture	JR	307	322	-15	-5%	JR	278	267	96%	261	247	95%
Bachelors	Natural Sciences, Forestry, & Agriculture	SR	349	271	78	29%	SR	173	155	90%	149	127	85%
Natural Sciences, Forestry, & Agriculture			**1,229**	**1,190**	**39**	**3%**		**946**	**870**	**92%**	**986**	**881**	**89%**
Bachelors	School of Engineering Technology	New FYR	40	24	16	67%	New FYR	25	21	84%	36	32	89%
Bachelors	School of Engineering Technology	Cont. FYR	7	15	-8	-53%	Cont. FYR	10	6	60%	3	3	100%
Bachelors	School of Engineering Technology	SO	44	65	-21	-32%	SO	59	50	85%	50	46	92%
Bachelors	School of Engineering Technology	JR	81	64	17	27%	JR	70	65	93%	45	42	93%
Bachelors	School of Engineering Technology	SR	144	100	44	44%	SR	91	78	86%	63	51	81%
School of Engineering Technology			**316**	**268**	**48**	**18%**		**255**	**220**	**86%**	**197**	**174**	**88%**
Bachelors	Division of Lifelong Learning	New FYR	3	0	3	-	New FYR	0	0	-	0	0	-
Bachelors	Division of Lifelong Learning	Cont. FYR	21	1	20	2000%	Cont. FYR	0	0	-	0	0	-
Bachelors	Division of Lifelong Learning	SO	0	0	0	-	SO	0	0	-	0	0	-
Bachelors	Division of Lifelong Learning	JR	2	5	-3	-60%	JR	4	3	75%	3	2	67%
Bachelors	Division of Lifelong Learning	SR	8	8	0	0%	SR	7	5	71%	3	2	67%
Division of Lifelong Learning			**34**	**14**	**20**	**143%**		**11**	**8**	**73%**	**6**	**4**	**67%**
Total Degree-Seeking			**3,586**	**3,408**	**178**	**5%**		**2,665**	**2,399**	**90%**	**2,796**	**2,396**	**86%**
Early College			0	0	0	-							
Other Nondegree			25	79	-54	-68%							
Total			**3,611**	**3,487**	**124**	**4%**							

[1] Current class levels represent the current class level based on overall earned credit hours to date. One exception is the New FYR category: These students are the incoming first-year students for fall 2020 (or fall 2019 for the prior year comparison).
Spring class levels (adjusted) represent the class level of students based on overall earned credit hours as of the spring census date (February 15). One exception is the New FYR category: These students are the incoming first-year students from fall 2019 (or fall 2019 for the prior year comparison). Students who graduated in May or August (2019) or have applied to graduate (2020) are excluded.
Students are only counted once: In the college of their primary major.

[2] Spring-to-fall retention represents the percentage of students enrolled as of the spring census (and did not graduate) who have enrolled for fall.

[3] Students in the Honors College are also counted in the college of their major. Point-in-time enrollment are not available for fall 2019.

(UMaine Office of Institutional Research and Assessment, 9.16.20)

Fall 2020 Graduate Enrollment (As of End of Add/Drop Period)

	Fall Enrollment						Spring-to-Fall Retention**					
College	Current Degree*	Fall 20 Enrollment as of 9.14	Fall 19 Enrollment as of 9.16	Difference	% Difference		Spring Degree (Adjusted)*	Spring 20 Enrolled	Fall 20 Enrollment as of 9.14	Retention Rate	Spring 19 Enrolled	Fall 19 Enrollment as of 9.16	Retention Rate
Education & Human Development	Postbacc Cert	61	51	10	20%		Postbacc Cert	36	12	33%	25	10	40%
Education & Human Development	EDS/CAS	62	62	0	0%		EDS/CAS	56	42	75%	28	22	79%
Education & Human Development	Masters	340	403	-63	-16%		Masters	273	203	74%	280	232	83%
Education & Human Development	Doctoral	70	54	16	30%		Doctoral	51	44	86%	57	47	82%
Total Education & Human Development		**533**	**570**	**-37**	**-6%**			**416**	**301**	**72%**	**390**	**311**	**79%**
Engineering	Postbacc Cert	7	6	1	17%		Postbacc Cert	6	4	67%	7	4	57%
Engineering	Masters	70	72	-2	-3%		Masters	35	32	91%	49	41	84%
Engineering	Doctoral	46	49	-3	-6%		Doctoral	38	33	87%	41	38	93%
Total Engineering		**123**	**127**	**-4**	**-3%**			**79**	**69**	**87%**	**97**	**83**	**86%**
Liberal Arts & Sciences	Postbacc Cert	31	33	-2	-6%		Postbacc Cert	30	20	67%	13	8	62%
Liberal Arts & Sciences	Masters	137	97	40	41%		Masters	75	65	87%	62	47	76%
Liberal Arts & Sciences	Doctoral	144	139	5	4%		Doctoral	111	107	96%	119	109	92%
Liberal Arts & Sciences		**312**	**269**	**43**	**16%**			**216**	**192**	**89%**	**194**	**164**	**85%**
Maine Business School	Postbacc Cert	32	26	6	23%		Postbacc Cert	29	19	66%	9	8	89%
Maine Business School	Masters	288	104	184	177%		Masters	94	79	84%	66	57	86%
Maine Business School	Doctoral	0	0	0	-		Doctoral	-	-	-	0	0	-
Maine Business School		**320**	**130**	**190**	**146%**			**123**	**98**	**80%**	**75**	**65**	**87%**
Natural Sciences, Forestry, & Agriculture	Postbacc Cert	15	3	12	400%		Postbacc Cert	8	7	88%	2	0	0%
Natural Sciences, Forestry, & Agriculture	EDS/CAS	2	1	1	100%		EDS/CAS	1	1	100%	2	1	50%
Natural Sciences, Forestry, & Agriculture	Masters	419	398	21	5%		Masters	270	246	91%	270	252	93%
Natural Sciences, Forestry, & Agriculture	Doctoral	162	147	15	10%		Doctoral	127	119	94%	124	117	94%
Natural Sciences, Forestry, & Agriculture		**598**	**549**	**49**	**9%**			**406**	**373**	**92%**	**398**	**370**	**93%**
Other Graduate Programs	Postbacc Cert	10	6	4	67%		Postbacc Cert	7	1	14%	2	2	100%
Other Graduate Programs	EDS/CAS	0	0	0	-		EDS/CAS	-	-	-	0	0	-
Other Graduate Programs	Masters	140	131	9	7%		Masters	106	84	79%	97	69	71%
Other Graduate Programs	Doctoral	83	65	18	28%		Doctoral	64	59	92%	50	47	94%
Total Other Graduate Programs		**233**	**202**	**31**	**15%**			**177**	**144**	**81%**	**149**	**118**	**79%**
Total Degree-Seeking		**2,119**	**1,847**	**272**	**15%**			**1,417**	**1,177**	**83%**	**1,303**	**1111**	**85%**
Nondegree		152	242	-90	-37%								
Total		**2,271**	**2,089**	**182**	**9%**								

Fall 2020 Graduate Enrollment: IN-STATE (As of End of Add/Drop Period)

	Fall Enrollment					Spring-to-Fall Retention**						
College	Current Degree*	Fall 20 Enrollment as of 9.14	Fall 19 Enrollment as of 9.16	Difference	% Difference	Spring Degree (Adjusted)*	Spring 20 Enrolled	Fall 20 Enrollment as of 9.14	Retention Rate	Spring 19 Enrolled	Fall 19 Enrollment as of 9.16	Retention Rate
Education & Human Development	Postbacc Cert	53	46	7	15%	Postbacc Cert	32	12	38%	25	10	40%
Education & Human Development	EDS/CAS	60	61	-1	-2%	EDS/CAS	56	42	75%	28	22	79%
Education & Human Development	Masters	294	359	-65	-18%	Masters	252	183	73%	250	207	83%
Education & Human Development	Doctoral	68	51	17	33%	Doctoral	49	42	86%	55	45	82%
Total Education & Human Development		**475**	**517**	**-42**	**-8%**		**389**	**279**	**72%**	**358**	**284**	**79%**
Engineering	Postbacc Cert	0	1	-1	-100%	Postbacc Cert	0	0	-	2	2	100%
Engineering	Masters	41	41	0	0%	Masters	18	17	94%	27	22	81%
Engineering	Doctoral	11	15	-4	-27%	Doctoral	11	9	82%	12	10	83%
Total Engineering		**52**	**57**	**-5**	**-9%**		**29**	**26**	**90%**	**41**	**34**	**83%**
Liberal Arts & Sciences	Postbacc Cert	19	25	-6	-24%	Postbacc Cert	21	12	57%	10	6	60%
Liberal Arts & Sciences	Masters	97	63	34	54%	Masters	53	46	87%	41	32	78%
Liberal Arts & Sciences	Doctoral	36	32	4	13%	Doctoral	25	23	92%	27	23	85%
Liberal Arts & Sciences		**152**	**120**	**32**	**27%**		**99**	**81**	**82%**	**78**	**61**	**78%**
Maine Business School	Postbacc Cert	23	19	4	21%	Postbacc Cert	25	16	64%	8	8	100%
Maine Business School	Masters	220	77	143	186%	Masters	72	58	81%	49	41	84%
Maine Business School	Doctoral	0	0	0	-	Doctoral	-	-	-	0	0	-
Maine Business School		**243**	**96**	**147**	**153%**		**97**	**74**	**76%**	**57**	**49**	**86%**
Natural Sciences, Forestry, & Agriculture	Postbacc Cert	9	3	6	200%	Postbacc Cert	6	6	100%	2	0	0%
Natural Sciences, Forestry, & Agriculture	EDS/CAS	2	1	1	100%	EDS/CAS	1	1	100%	2	1	50%
Natural Sciences, Forestry, & Agriculture	Masters	275	256	19	7%	Masters	171	156	91%	179	164	92%
Natural Sciences, Forestry, & Agriculture	Doctoral	44	39	5	13%	Doctoral	34	29	85%	37	32	86%
Natural Sciences, Forestry, & Agriculture		**330**	**299**	**31**	**10%**		**212**	**192**	**91%**	**220**	**197**	**90%**
Other Graduate Programs	Postbacc Cert	5	0	5	-	Postbacc Cert	3	0	0%	2	2	100%
Other Graduate Programs	EDS/CAS	0	0	0	-	EDS/CAS	0	0	-	0	0	-
Other Graduate Programs	Masters	84	88	-4	-5%	Masters	71	55	77%	69	50	72%
Other Graduate Programs	Doctoral	52	41	11	27%	Doctoral	41	37	90%	32	29	91%
Total Other Graduate Programs		**141**	**129**	**12**	**9%**		**115**	**92**	**80%**	**103**	**81**	**79%**
Total Degree-Seeking		**1,393**	**1,218**	**175**	**14%**		**941**	**744**	**79%**	**857**	**706**	**82%**
Nondegree		146	233	-87	-37%							
Total		**1,539**	**1,451**	**88**	**6%**							

Fall 2020 Graduate Enrollment: OUT-OF-STATE (As of End of Add/Drop Period)

	Fall Enrollment					Spring-to-Fall Retention**						
College	Current Degree*	Fall 20 Enrollment as of 9.14	Fall 19 Enrollment as of 9.16	Difference	% Difference	Spring Degree (Adjusted)*	Spring 20 Enrolled	Fall 20 Enrollment as of 9.14	Retention Rate	Spring 19 Enrolled	Fall 19 Enrollment as of 9.16	Retention Rate
Education & Human Development	Postbacc Cert	8	5	3	60%	Postbacc Cert	4	0	0%	0	0	-
Education & Human Development	EDS/CAS	2	1	1	100%	EDS/CAS	-	-	-	0	0	-
Education & Human Development	Masters	46	44	2	5%	Masters	21	20	95%	30	25	83%
Education & Human Development	Doctoral	2	3	-1	-33%	Doctoral	2	2	100%	2	2	100%
Total Education & Human Development		**58**	**53**	**5**	**9%**		**27**	**22**	**81%**	**32**	**27**	**84%**
Engineering	Postbacc Cert	7	5	2	40%	Postbacc Cert	6	4	67%	5	2	40%
Engineering	Masters	29	31	-2	-6%	Masters	17	15	88%	22	19	86%
Engineering	Doctoral	35	34	1	3%	Doctoral	27	24	89%	29	28	97%
Total Engineering		**71**	**70**	**1**	**1%**		**50**	**43**	**86%**	**56**	**49**	**88%**
Liberal Arts & Sciences	Postbacc Cert	12	8	4	50%	Postbacc Cert	9	8	89%	3	2	67%
Liberal Arts & Sciences	Masters	40	34	6	18%	Masters	22	19	86%	21	15	71%
Liberal Arts & Sciences	Doctoral	108	107	1	1%	Doctoral	86	84	98%	92	86	93%
Liberal Arts & Sciences		**160**	**149**	**11**	**7%**		**117**	**111**	**95%**	**116**	**103**	**89%**
Maine Business School	Postbacc Cert	9	7	2	29%	Postbacc Cert	4	3	75%	1	0	0%
Maine Business School	Masters	68	27	41	152%	Masters	22	21	95%	17	16	94%
Maine Business School	Doctoral	0	0	0	-	Doctoral	-	-	-	0	0	-
Maine Business School		**77**	**34**	**43**	**126%**		**26**	**24**	**92%**	**18**	**16**	**89%**
Natural Sciences, Forestry, & Agriculture	Postbacc Cert	6	0	6	-	Postbacc Cert	2	1	50%	0	0	-
Natural Sciences, Forestry, & Agriculture	EDS/CAS	0	0	0	-	EDS/CAS	-	-	-	0	0	-
Natural Sciences, Forestry, & Agriculture	Masters	144	142	2	1%	Masters	99	90	91%	91	88	97%
Natural Sciences, Forestry, & Agriculture	Doctoral	118	108	10	9%	Doctoral	93	90	97%	87	85	98%
Natural Sciences, Forestry, & Agriculture		**268**	**250**	**18**	**7%**		**194**	**181**	**93%**	**178**	**173**	**97%**
Other Graduate Programs	Postbacc Cert	5	0	5	-	Postbacc Cert	4	1	25%	0	0	-
Other Graduate Programs	EDS/CAS	0	0	0	-	EDS/CAS	-	-	-	0	0	-
Other Graduate Programs	Masters	56	43	13	30%	Masters	35	29	83%	28	19	68%
Other Graduate Programs	Doctoral	31	24	7	29%	Doctoral	23	22	96%	18	18	100%
Total Other Graduate Programs		**92**	**67**	**25**	**37%**		**62**	**52**	**84%**	**46**	**37**	**80%**
Total Degree-Seeking		**726**	**623**	**103**	**17%**		**476**	**433**	**91%**	**446**	**405**	**91%**
Nondegree		6	9	-3	-33%							
Total		**732**	**632**	**100**	**16%**							

*Current degree represents the current degree being pursued. The Spring 20 degree represents the degree of the student as of the spring census. Students are counted only in the college associated with their primary major. Spring degrees represent the degree of students as of the spring census date (February 15). Students who graduated in May or August (2019) or have applied to graduate (2020) are excluded.

** Spring-to-fall retention represents the percentage of students enrolled as of the spring census (and did not graduate) who have enrolled for fall.

(UMaine Office of Institutional Research and Assessment, 9.16.20)

2020 Graduate Admissions Summary

	2020	2019	2018
Applied	2353	1789	1663
% change from previous yr	32%	8%	
Admitted	1492	1116	954
% change from previous yr	34%	17%	
Confirmed	887	686	551
% change from previous yr	29%	25%	

Diversity Initiative Talking Points

- Increasing diversity amongst graduate students is an important goal for the Graduate School and the University as a whole - this will be a focus for Fall 2021 recruitment
- The good news is that we have already had initial success in this area
    - Over the last two years applications from students of color to our master's and Phd programs have increased 53%, and enrollment from those same students has increased by 60%.
- However, we still have room for improvement
    - For fall 2020, students of color represented about 12% of our incoming class.
    - There is a disparity in our acceptance rates by ethnicity. This is particularly true for PhD admissions where our acceptance rate ranges from 14% for black applicants to 33% for white applicants
    - We also see a disparity in our yield rate by ethnicity. For master's degree admissions, we yield 64% of white admitted students, but only 44% of hispanic students and 35% of Asian students.
- To increase diversity, we have to work on it at every step of the admissions process - recruitment through enrollment. There are fewer underrepresented students in the pipeline for graduate study and those who do persist for an advanced degree may have a different academic background than the average graduate applicant. Maine has a very low minority population and underrepresented students who are interested in graduate study at UMaine may have reservations related to cultural isolation. This is especially true for students from urban centers. Here are some steps that your program can take to help support this initiative:
    - Look for opportunities to connect with and mentor underrepresented students
        - Community is a very important aspect of recruiting underrepresented students and personal connection and guidance can be immensely helpful.
    - Look for opportunities for your program to be present at academic conferences for underrepresented students.
    - Be open minded to students whose backgrounds may not match that of a typical applicant. Underrepresented students may have less access to research opportunities - look for other indicators of leadership and success.
    - Review any hurdles that may exist in your admissions process:
        - Many programs are waiving the GRE. If you have not, consider if you could do so.
        - For thesis programs, many students struggle with finding an advisor, are there ways to ease this process?
        - Make sure all graduate students in the program feel connected to mentoring and support services and to their peers.

Flash Survey Week 1: Communication and Information

Graduate Students

The first flash survey was sent to degree-seeking graduate students on Thursday, September 3. The survey was anonymous and separate links were used to separately identify new and continuing graduate students. Students were asked to indicate their satisfaction with (a) the frequency of communication they received leading up to the semester and (b) their perceptions of the effectiveness of UMaine's communication in a variety of areas. Overall, we had 330 respondents. The following table shows the number of respondents by subgroup. ***Caution should be taken when interpreting these results: The 330 respondents to the survey are not a random sample of the population.***

Flash Survey Week 1: Responses

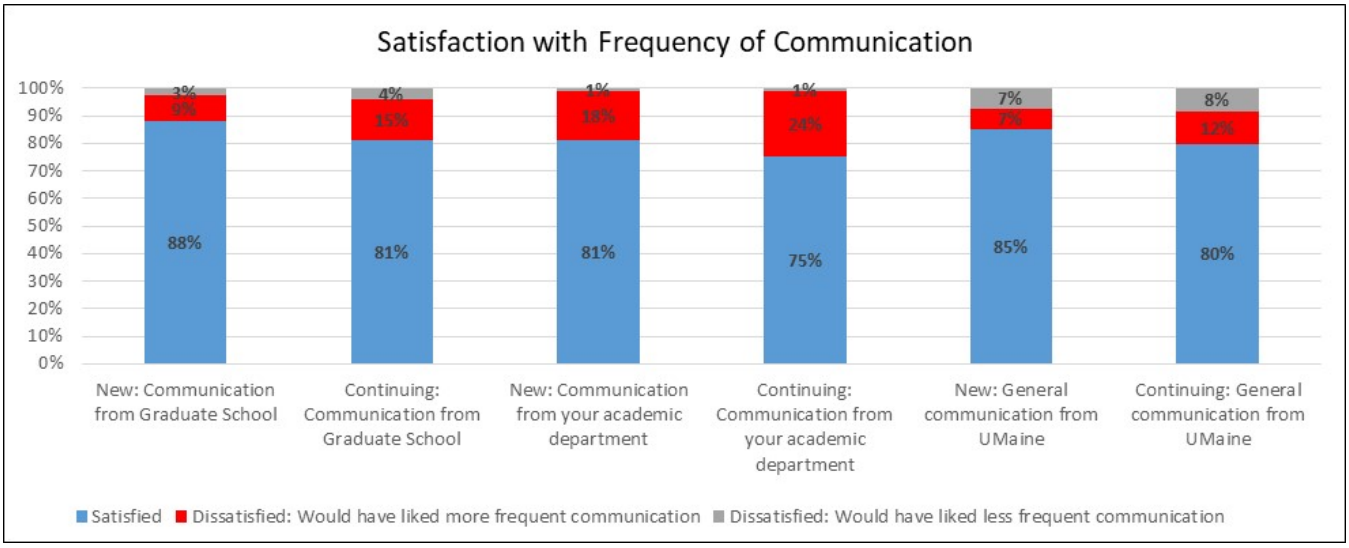
	Number of Survey Invitations Sent	Number of Responses	Percent of Survey Invitations Sent
New	615	108	18%
Continuing	2,128	222	10%
Total	2,743	330	12%

Question 1: ***Please indicate your satisfaction with the frequency of communication you received this summer from UMaine about the upcoming semester.***

The following chart shows, by student subgroup, a summary of the responses regarding frequency of communication.

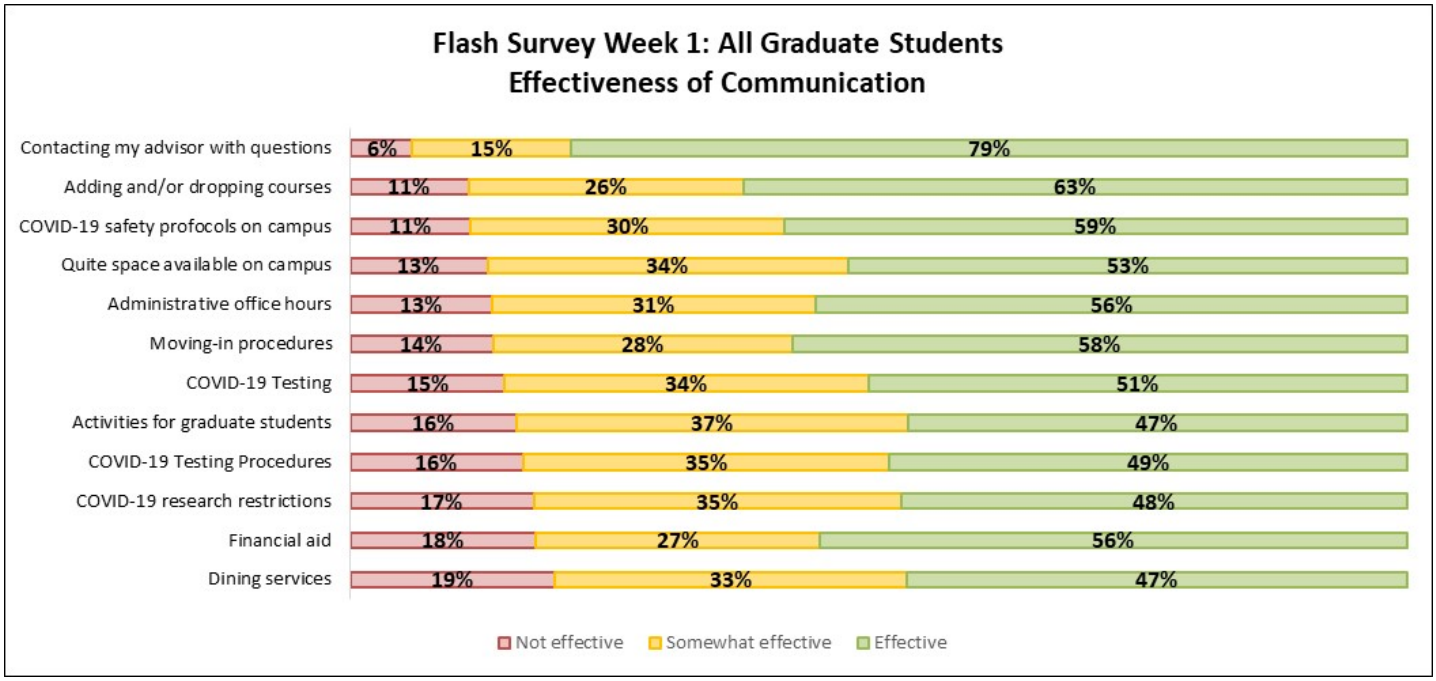
Highlights

- Overall, over 80% of respondents indicated satisfaction with the frequency of communication they received.
- New students were slightly more positive than other students.
- Among those who indicated dissatisfaction, the overwhelming majority reported they would have preferred more frequent communication.

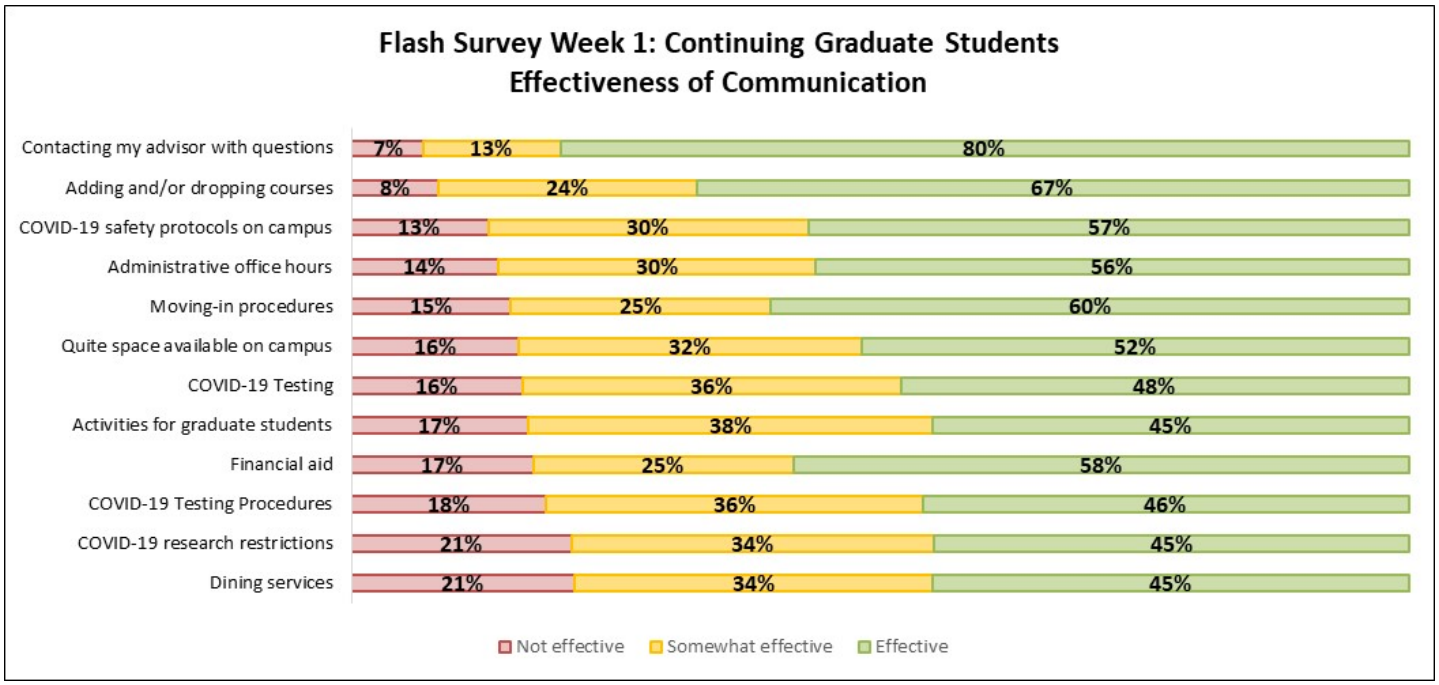


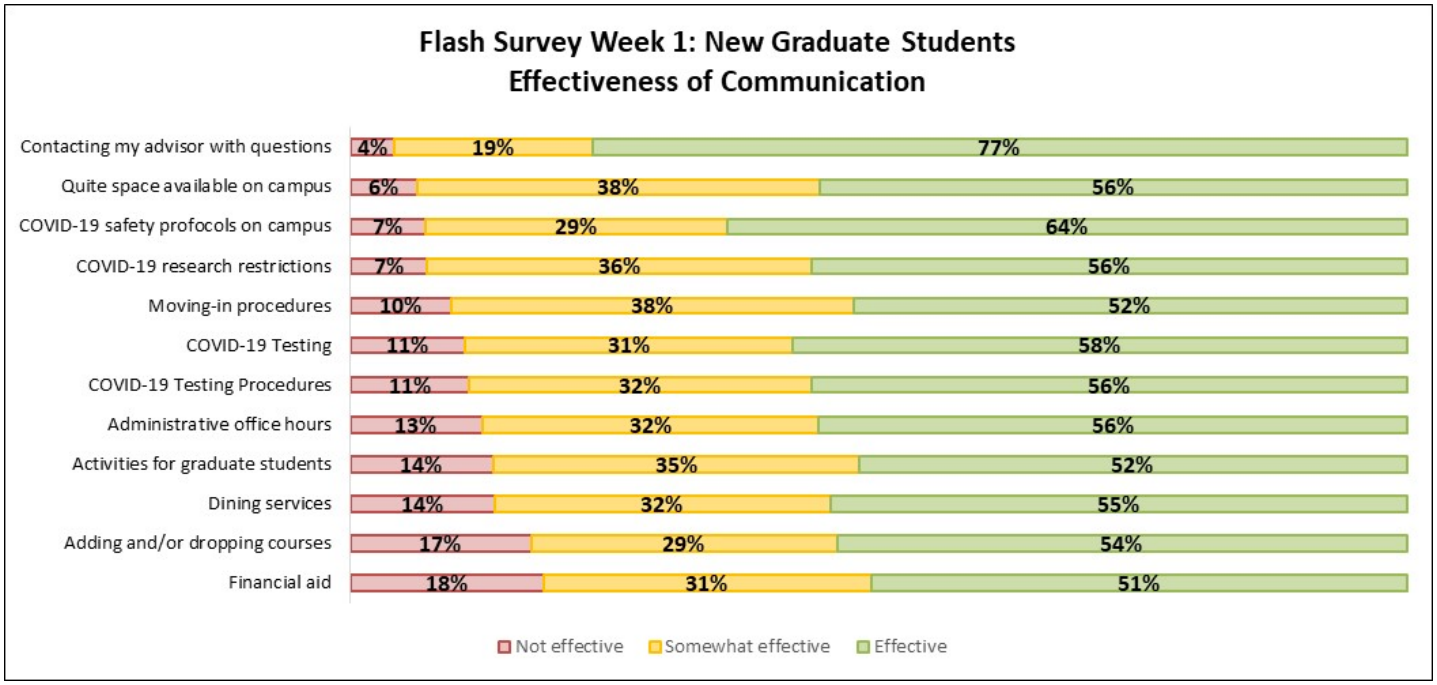
Question 2: ***We would like to know about the effectiveness of our communication regarding the start of the semester. We are communicating effectively when you (a) feel like you know what you need to know to be safe and well-informed and (b) know where you can find any additional information you need. Please indicate whether the communications you received from UMaine have been effective with respect to the following areas.***

The following charts show, overall and by student subgroup, summaries of the responses regarding effectiveness of communication. Respondents who indicated they did not need information regarding the topic are not included in the percentages. Charts are sorted ascending by the percentage of respondents reporting ineffective communication. Consequently, the areas where respondents indicated lower levels of effectiveness appear at the bottom.



(UMaine Office of Institutional Research and Assessment, 9.11.20)





(UMaine Office of Institutional Research and Assessment, 9.11.20)

Flash Survey Week 2: Course Satisfaction and Participation

Graduate Students

The second flash survey was sent to degree-seeking graduate students on Thursday, September 10. The survey was anonymous and separate links were used to identify new and continuing graduate students. Students were asked to indicate their satisfaction with their courses by instruction mode, whether they had been able to fully participate, and the obstacles to participating they experienced. Overall, we had 555 respondents. The following table shows the number of respondents by subgroup. ***Caution should be taken when interpreting these results: The 555 respondents to the survey are not a random sample of the population.***

Flash Survey Week 2: Responses

	Number of Survey Invitations Sent	Number of Responses	Percent of Survey Invitations Sent
New	624	187	30%
Continuing	2,014	368	18%
Total	2,638	555	21%

Question 1: ***For each type of instruction mode you are taking, please indicate your overall satisfaction with your courses during the first two weeks. (This item was a seven-point scale ranging from very dissatisfied to very satisfied).***

The following table shows the percentage of students who reported taking at least one course in each modality.

Percentage of Students Taking at Least One Course in Each Mode

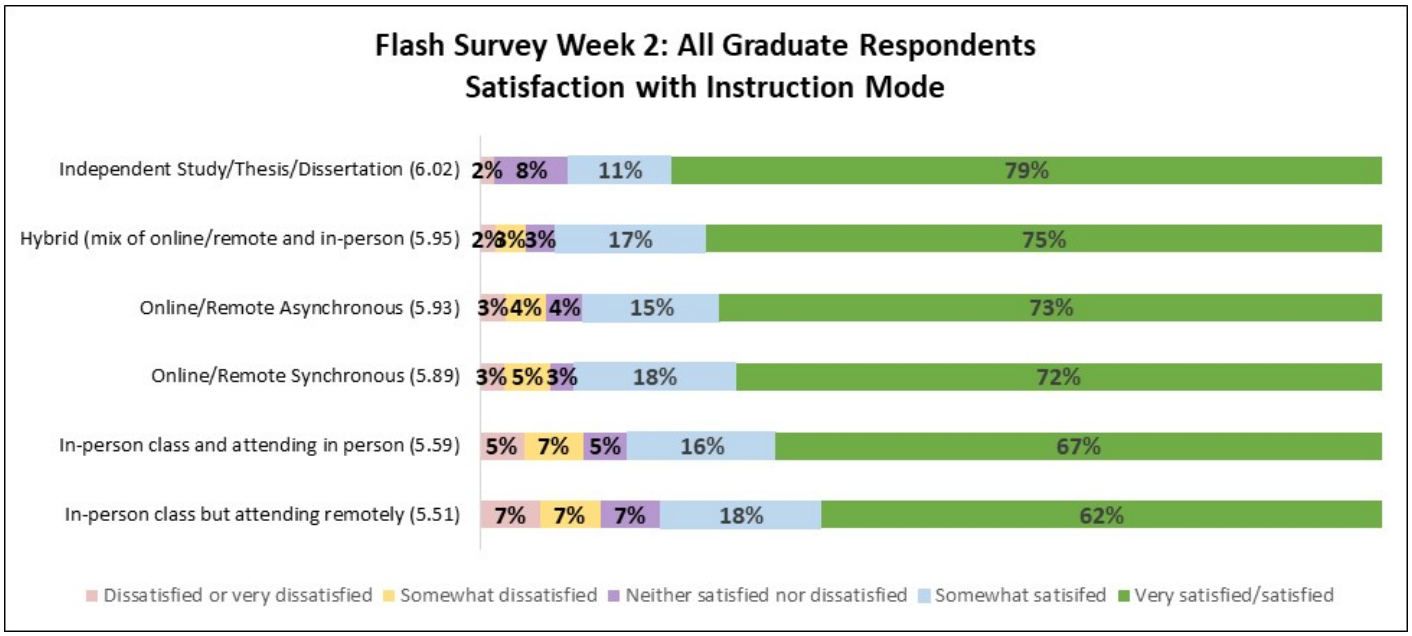
	All Respondents	New	Continuing
Online/Remote Asynchronous	56%	56%	57%
Online/Remote Synchronous	64%	60%	71%
In-person class but attending remotely	12%	11%	14%
In-person class and attending in person	16%	15%	17%
Hybrid (mix of online/remote and in-person	16%	12%	24%
Independent Study/Thesis/Dissertation Research	32%	39%	19%

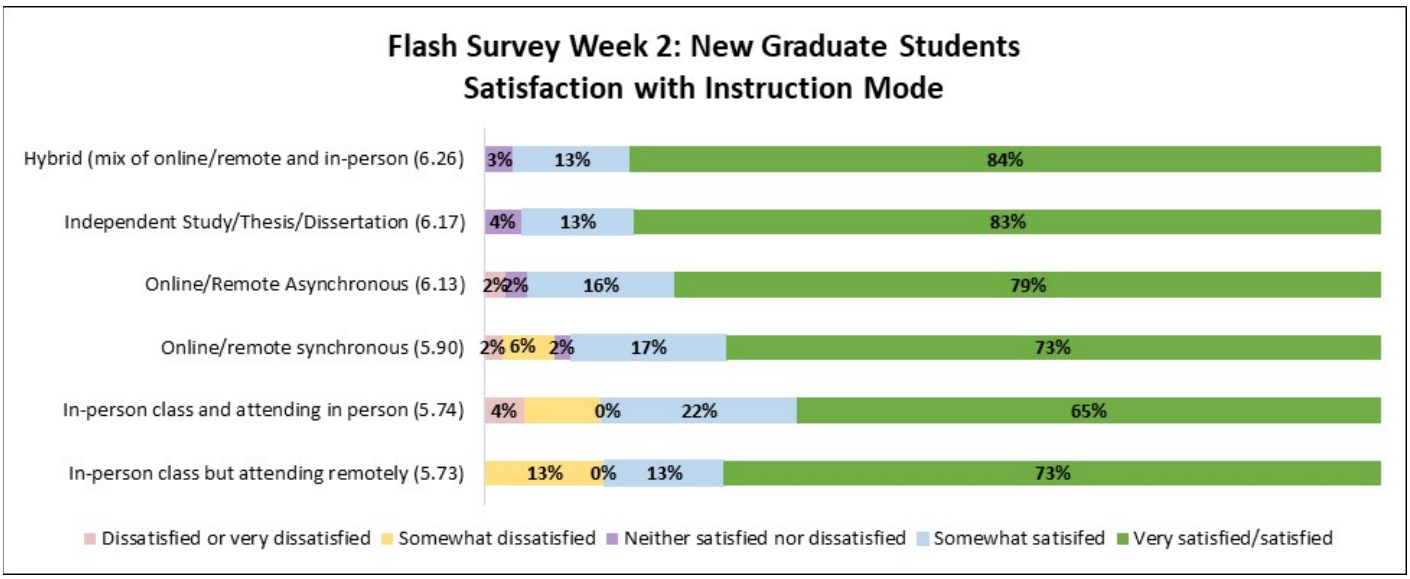
The following charts show, by student subgroup, a summary of the responses regarding satisfaction with instruction modes. Charts are sorted ascending by the mean item ratings (1 = very dissatisfied to 7 = very satisfied), which are presented in parentheses next to the item label. The areas where respondents indicated lower levels of satisfaction appear at the bottom.

Highlights

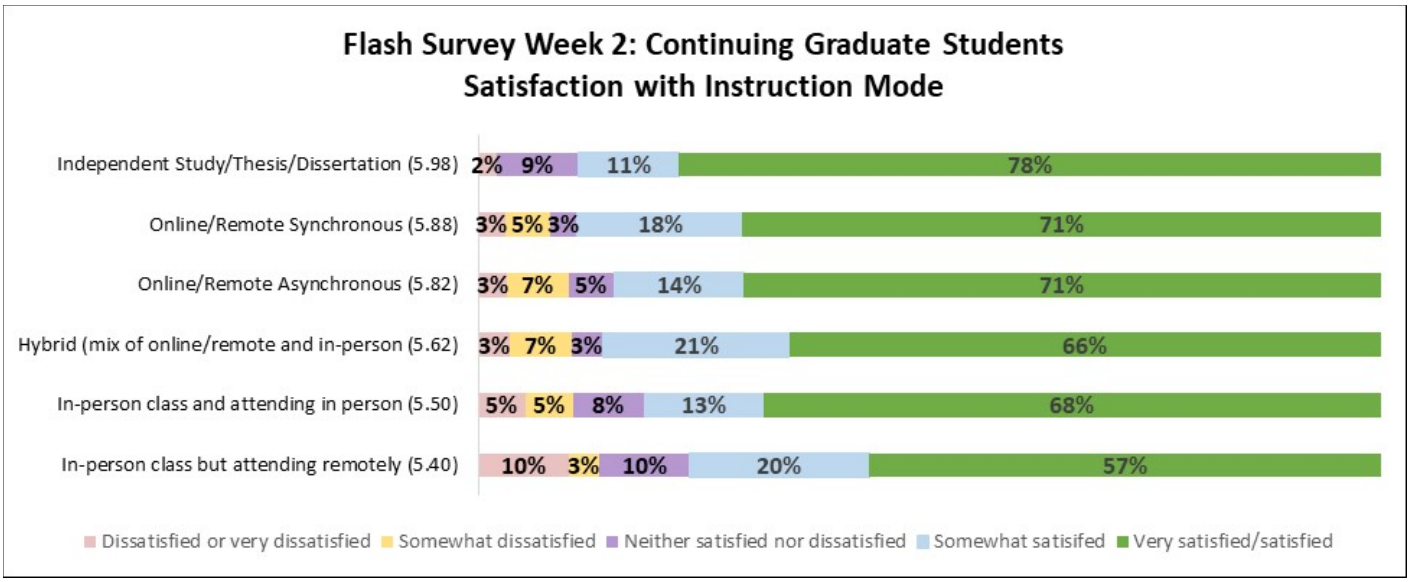
- Overall, respondents reported the highest level of satisfaction with independent study/thesis courses and hybrid courses.

- Respondents indicated slightly lower levels of satisfaction with in-person courses.





(UMaine Office of Institutional Research and Assessment, 9.20.20)



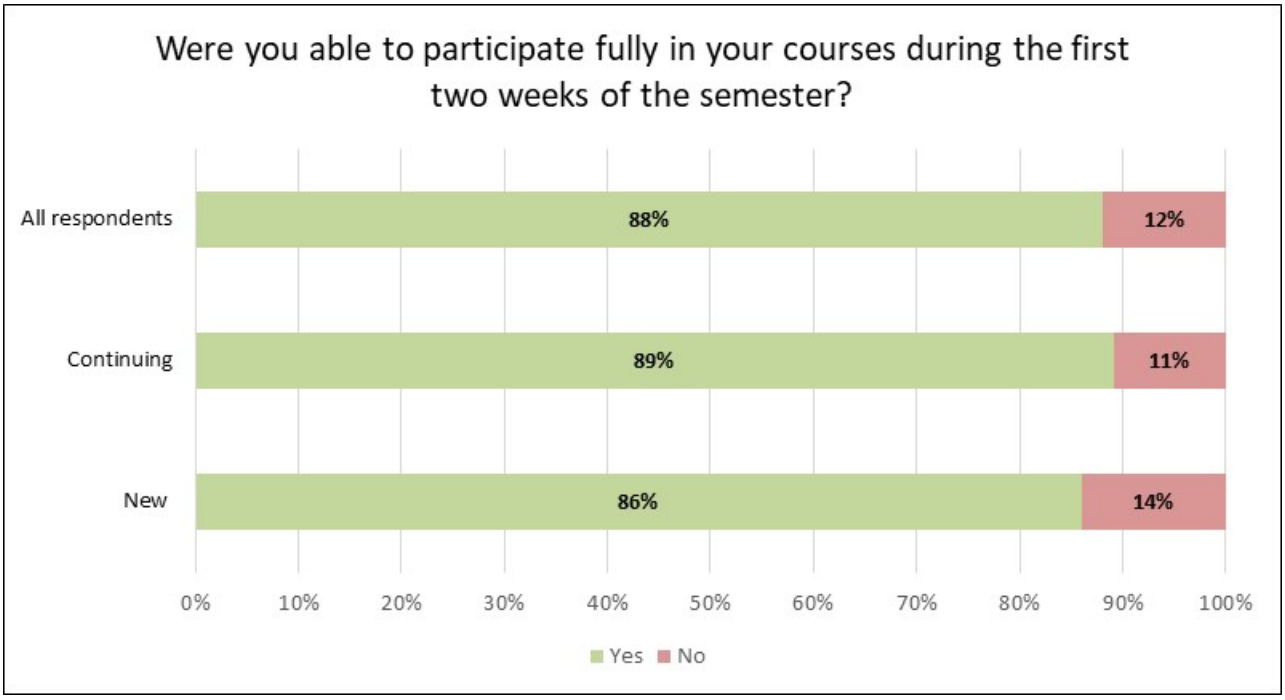
Question 2: ***Were you able to fully participate in all your courses during the first two weeks. If no, please indicate the reasons you were not able to participate.***

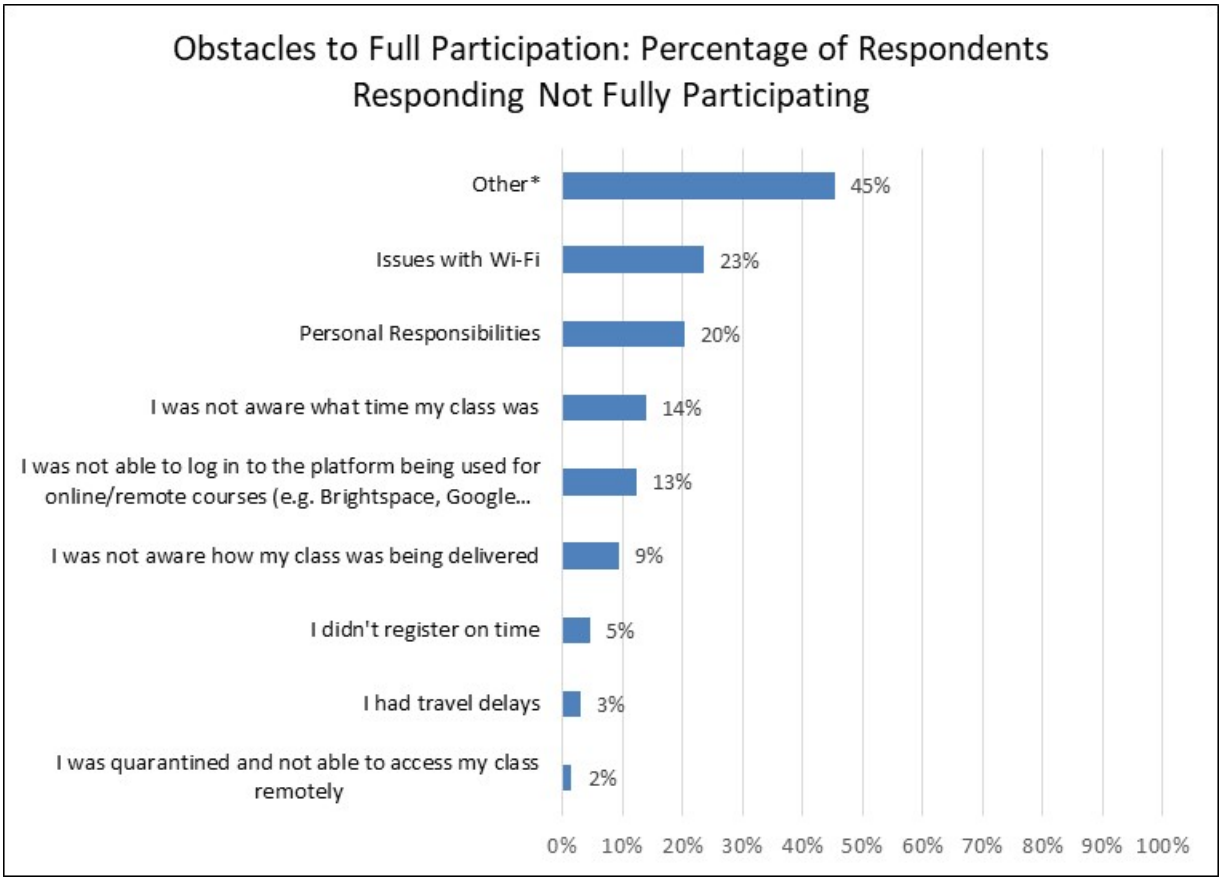
The following charts show, overall and by student subgroup, summaries of the responses regarding obstacles to participation.

Highlights

- Overall, 12% of respondents reported they were NOT able to fully participate in their courses. The percentage was slightly higher for new students.

- The top three obstacles were *other* (open-ended), WI-FI issues, and personal responsibilities. The descriptions provided for *other* varied, though most common among the 37 respondents who selected the obstacle were Brightspace issues (8 respondents) and family responsibilities (4 respondents).





*The open-ended description of other varied. Most common among the 36 comments were mentions of Brightspace issues (8) and family responsibilities (4).

(UMaine Office of Institutional Research and Assessment, 9.20.20)

group
New
Contining
Contining
New
Contining
New
New
Contining
Contining
Contining
Contining
Contining
Contining
Contining
Contining
Contining
Contining
Contining
New
New
Contining
New
New
Contining
New
New
Contining
New
New
New
Contining
New
Contining
New
Contining
New

Reasons for not participating fully
zoom crashed, bright space wouldn't load.
Would be nice to have some communication and present project idea to a mentor or instructor.
work
Was not accepted into program yet
various issues with using online resources, too much screen time zaps concentration
Unclear about COVID changes
the time the class was listed as was not the actual time of the class somehow
The class size is about 50 and the professor expects everyone to chime in on the conversation, that is exceptionall
teacher signed in after class started and couldn't see white board
TA Duties
Public school reopening responsibilities
People zooming in were muted in to the in person class discussion
Offspring
not applicable
Non-covid medical procedure
No classes
new format and brightboard was a bit confusing. i missed some content and assignment
My classes do not begin until 10/26. They will be remote asynchronous.
My class was on a Monday but online it was listed as Friday on MaineStreet
Kids were a PITA
Kaltura
Instructor had issues with brightspace
Inconclusive covid test. Went online first week to be safe.
I'm teaching 3 classes, two in person, and I had to migrate my online class to Brightspace but half of the first week
I wasn't able to make the (holiday-adjusted) discussion hours.
I missed a planned group discussion due to time restrictions, but I'm on track now.
I don't have any class this semester, working on my research and data
Family schedule changes
Content wasn't available on the first day and was delivered later- it wasn't convenient for when I had time to log i
class was wrong in catalog
class organization on Brightspace was unclear and burdensome
Brightspace platform problems cost me part of a grade on a quiz.
Bright space has been slow and content has not been loading
An error with Zoom prevented me from attending my first class remotely. The issue has since been resolved and I
A LOT of misscommunication and the professor's use of multiple online platforms in addition to brightspace and z
A Bright Space how to could have helped not just me but also my teachers.

Ecology and Environmental Sciences

1865 THE UNIVERSITY OF MAINE

5755 Nutting Hall, Room 101
Orono, Maine 04469-5755
Tel: 207.581.3176
Fax: 207.581.9552
ees@maine.edu
www.umaine.edu/ecologyandenvironmentalsciences/

September 14, 2020

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

Dear Associate Dean Delcourt-

I am writing in strong support of the attached proposed One Health & the Environment Graduate Certificate. I am confident that this certificate will provide new opportunities for graduate training at UMaine, and further help to distinguish the quality of our programs. The EES program will enthusiastically serve as the home for this graduate certificate. We look forward to facilitating the success of this program.

Sincerely-

Jasmine Saros
Director

Cc: Interim Dean Teisl, NSFA

Proposal for new graduate certificate program in: **One Health and the Environment**

a. A statement of the educational objectives of the program;

One Health is a relatively new science integrating medical, veterinary and environmental sciences. As One Health is a nascent science, there is disagreement on the boundaries of the science and which disciplines should be involved (Lerner and Berg 2015). However, most authors and practitioners agree that inter- and trans-disciplinary research is at the core of One Health. Most One Health research has focused on integrating human, animal and ecosystem health domains, with a few including plant health. However, recently there have been calls to expand beyond the medical, veterinary and environmental sciences to include social and economic sciences as disease susceptibility and transmission is also affected by social factors

An overarching goal of this NRT is to create a deeply integrated learning environment in which trainees move from being disciplinarians to becoming convergent researchers. Knowledge integration of the biophysical and social sciences is particularly important to fully understand the roles that institutions, ecosystem health and humans play in "wicked" plant/animal/human health problems, how those problems affect society and how to design innovative solutions. Scientists who work across disciplines must also be able to communicate basic research findings to applied practitioners in the medical, veterinary, and public health communities, as well as to local-to-global policymakers, industry leaders and citizens.

Our NRT training program is designed to support trainees in achieving 5 core training objectives:

1. Become expert leaders in their disciplinary field, while integrating "practical and epistemological" values, norms, and methods of different disciplines; i.e., shield competency;
2. Work collaboratively in convergent teams of peers and stakeholders;
3. Develop communication expertise that enable them to successfully engage with diverse scientific communities, stakeholders, citizen scientists and the general public;
4. Acquire knowledge and experience to develop innovative policy and management solutions; and
5. Acquire professional skills to enable successful future careers in and beyond academia.

b. A statement of the proposed course sequence associated with the certificate, including titles and course descriptions both for existing courses and any new courses that may be developed;

The proposed graduate certificate in One Health and the Environment totals 12 credits and is designed to be completed in two years. The certificate will consist of two required courses (INT 598 *One Health Science and Policy* and EES 598 *Convergent Practice*). The former is provided through the One Health NRT and the second as a collaboration between the One Health NRT and the Conservation Biology NRT at the University of Maine. All students take two elective courses: one in the biophysical sciences and one in the social sciences from a list of pre-approved courses (See Appendix A for 12 biophysical science electives and Appendix B for 25 social science electives) or may choose other elective courses that would have to be approved by their committee and the steering committee. Students can include only one 400-level elective course.

New courses:

INT 598 *One Health Science and Policy* The course introduces students to the emerging field of One Health and the Environment. Through the exploration and the discussion of current literature and case studies, students will become familiar with the origins and application of One Health from a local to global perspective, examine alternative causes of One Health problems and explore solutions through the application of policy and management. Students will also explore the institutions and processes of policy development, identify problems, design policies appropriate to local contexts, and understand the constraints faced in developing and applying policy. Nomenclature, norms, assumptions and methods used in biophysical and social sciences will be presented so all students share a common language. Students will use case studies to analyze and design practical policy responses. Trainee teams will be required to explain the biophysical and social problems, and their proposed solutions through oral presentations and written briefs.

EES 598 *Convergent Practice* The course will review the benefits and barriers of convergent research and stakeholder engagement, and strategies to mitigate these barriers. Guest speakers who have extensive transdisciplinary research and stakeholder engagement experience will be invited to provide more concrete examples of problems and solutions. Throughout the course students will work in teams to identify overarching research questions that integrate aspects of their individual graduate research to develop a combined transdisciplinary research proposal. Students will learn aspects of grant writing, skills for collaboration and team science, and models for conducting research across disciplines that results in joint proposals. Students will be exposed to strategies for forming collaborative teams, idea generation, carrying out teamwork, and addressing conflicts. Students will learn about working with partners and cross-cultural communication.

c. A statement of how the proposed course sequences associated with the certificate will meet the stated educational objectives:

The certificate will include both a core curriculum as well as electives that will allow students to specialize in specific areas related to One Health and the environment. The two core courses will be offered every other year, but not in the same year (e.g., INT 598 could be offered in the fall in even years and EES 598 could be offered in the fall in odd years. The timing of the elective courses is not in our control; however, there is a significant number of elective courses to choose from. In addition, courses not in the approved lists could be included as certificate electives but will be reviewed and approved by the program steering committee. To enhance interdisciplinarity we require each student to take one biophysical and one social science course. While discussions have not yet taken place, some relationship between the proposed certificate and USM's MPH program may be possible. We are also working with the EES program director to create a new EES 5XX Graduate Internship.

d. A statement of the need for the proposed program and the basis for such a need, supported by either externally or internally derived data:

The unique need for a graduate certificate in One Health and the Environment on the University of Maine campus centers around our proximity to rural northern and coastal communities where commercial activities are focused on the extraction (e.g., farming, forestry, and commercial fishing) or enjoyment (e.g., nature-based tourism, hunting and recreational fishing) of natural

resources. Further, recent hires add to the existing strength of UMaine's environmental and health sciences. The need to train a One Health workforce is important as most infectious diseases are transmitted from both domestic and wild animals to humans (e.g., Lyme, Zika, swine and avian flus, and apparently, COVID-19). Further, the need for this type of workforce is reflected in reports generated from ***Burning Glass*** that indicate that there is a growing need for public health professionals in both Maine and northern New England with a specific background in the environmental and health sciences. Furthermore, environmental and biological concerns centered on health make such a degree extremely desirable with average annual salaries of $80,203 (*Burning Glass*) in Maine, well above the median income.

E. The names of at least 2 Graduate Faculty members associated with or contributing to the certificate program, either by teaching one or more of the courses associated with the program or participating in the design of the course sequence.

Dedicated faculty:

Andrei V. Alyokhin, Professor, School of Biology and Ecology
Kathleen P. Bell, Professor, School of Economics
Sean Birkel, Research Assistant Professor, Climate Change Institute and School of Earth and Climate Sciences
Sandra Butler, Professor, School of Social Work
Kristina Cammen, Assistant Professor, School of Marine Sciences
Angela Daley, Assistant Professor, School of Economics
Sandra DeUrioste-Stone, Associate Professor, School of Forest Resources
Allison Gardner, Assistant Professor, School of Biology and Ecology
Nishad Jayasundara, Assistant Professor, School of Marine Sciences
Teresa Johnson, Associate Professor, School of Marine Sciences
Pauline Kamath, Assistant Professor, School of Food and Agriculture
Debra Kantor, Associate Extension Professor, Cooperative Extension
Danielle Levesque, Assistant Professor, School of Biology and Ecology
Anne Lichtenwalner, Associate Professor, School of Food and Agriculture, Cooperative Extension
Bridie McGreavy, Assistant Professor, Communication and Journalism
Caroline Noblet, Associate Professor, School of Economics
Laura Rickard, Associate Professor, Communication and Journalism
Linda Silka, Senior Fellow, Senator George J. Mitchell Center for Sustainability Solutions
Carly Sponarski, Assistant Professor, Department of Wildlife, Fisheries and Conservation Biology
Kelley Strout, Associate Professor and Interim Director, School of Nursing
Mario Teisl, Professor, School of Economics

Appendix A: Biophysical Science Electives in One Health and the Environment
All courses are 3 credits unless designated otherwise

AVS 437 - Animal Diseases
Introduction to the study of disease in animals, including the causes, pathology and control of diseases of domestic animals.
Prerequisites: BIO 377 or permission.

AVS 477/577 - Zoonoses and Animal Health
This course focuses on the ecology, evolution and epidemiology of infectious diseases from a One Health perspective that considers wild and domestic animals, public health and ecosystem health. Core biological principles as well as ecological and social issues will be explored. The historical and contemporary literature in disease ecology and evolution as it relates to animal health will be reviewed, with an emphasis placed on wildlife and livestock diseases. Additional topics covered include the factors driving heterogeneity in disease transmission in animal populations, the ecology of disease spillover in wildlife and livestock, host-pathogen evolution, antibiotic resistance, and animal disease management strategies.
Prerequisites & Notes Graduate standing for AVS 577; AVS 477 and AVS 577 cannot both be taken for credit.

BIO 431 - Emerging Infectious Diseases
Recent decades have seen a sharp increase in infectious diseases new to humans (e.g., SARS, HIV/AIDS, Zika virus), accompanied by a resurgence of older diseases (e.g., tuberculosis, malaria) as new threats. At the same time, the "golden age" of belief that the war against infectious disease has been won by antibiotics is rapidly fading as pathogens evolve resistance to drug therapies. Emerging and re-emerging infectious diseases (EIDs) greatly concern the scientific, medical, and public health communities and the general public, are inextricably linked to global politics and socio-economic conditions, and arouse controversy, fear, and blame. The goal of this course is to understand EIDs and realistically evaluate the threat to human well-being posed by infectious disease in modern society. Lec 3. Lab 3
Prerequisites: Junior Standing and BIO 200 or BIO 208 **Credits:** 4

BIO 438 - Morphogenesis in Development and Disease
Analysis of interacting systems in normal development and metastatic cancer and neuromuscular diseases. Study of regulation of morphogenesis and differentiation at the organ, tissue and cellular levels, with emphasis on experimental approaches towards problems in development, cancer biology, and neuromuscular diseases.
Prerequisites: BIO 200 or SMS 201 and Junior or Senior Standing

BIO 593 Advanced Biometry
A course in advanced graduate statistics oriented towards the environmental sciences. This course is intended as a breadth-oriented survey course that will expose the student to all the types of statistics one might encounter in environmental research. It will review and place into a more general context ANOVA and regression, cover philosophy of science/modes of statistics

(Bayesian and Monte Carlo), random/mixed/hierarchical models, generalized linear models (including logistic and Poisson regression), modern regression (robust, non-linear, machine-learning), multivariate statistics, and spatial/temporal statistics.
Prerequisites: Department consent required **Credits:** 4

BMB 420 - Infectious Disease
Examines medically important bacteria, viruses, fungi, and parasites causing human infection. Introduces major classes of pathogens and host immunity to microbes. Covers pathogenesis, virulence factors, clinical symptoms, transmission, epidemiology, diagnosis, prevention and treatment for individual microbes.
Prerequisites: A grade of C- or better in BMB 300 and BMB 305

BMS 625 - Biostats/Computational Biology
This class is an introduction to biostatistics with application to the biomedical sciences and genetics, and introduction to computational biology. The goal this course is for students to understand and apply the principles of statistics to appropriately design research studies, analyze the collected data, draw appropriate conclusions, and test assumptions. Students will learn basic modeling techniques such as linear regression, analysis of variance (ANOVA), and basic categorical data analysis. Students will be introduced to a sampling of advanced techniques and topics such as multivariate data analysis, missing data, multiple testing, survival analysis, and nonparametric methods. The overall goal is for students to have a broad understanding of good research design as well as understand some of the basic statistical methods available for the analysis of different types of data sets.

CIE 534 - Environmental Microbiology
Fundamentals of microbiology and biochemistry as related to natural and engineered treatment processes; microbial ecology, physiology, metabolism and genetics; energetics and kinetics of microbial growth; public health microbiology; introduction to pollution microbiology. (0.0 ED/3.0 ES.) Lec 3. (Fall.)
Prerequisites & Notes:CIE 331 or permission of the instructor.

FSN 438/528 - Food Microbiology
Examines the importance of microorganisms in food processing, spoilage, and preservation; the role of microorganisms in fermentation and production of protein, enzymes, and other products; food as a vehicle of infection and intoxication. FSN 438 and 528 cannot both be taken for credit.
Prerequisites & Notes Prerequisites: BMB 300

FSN 510 - Trace Mineral Nutrition, Metabolism and Clinical Applications
Presents a global approach of the role of trace elements in the human body, food and the environment. Examines their function as nutrients (deficiency and toxicity) and how they impact human health and chronic disease and their applications in a clinical setting. Addresses their role on gene expression in relation to health and disease. The impact of environmental changes on trace elements in the food chain and ultimately human and animal health is explored.
Prerequisites & Notes FSN 410 and NUR 303 or permission.

FSN 517 - Food Safety and Quality Control
Concepts of food safety, practices and tools for quality assurance. General principles and methods for the detection of additives, contaminants, and hazardous residues in foods. Introduction to analyzing risk factors associated with physical, chemical and microbial changes in food during processing and preservation.
Prerequisites & Notes FSN 330 or Permission.

FSN 524 - Responsible Design, Conduct and Analysis of Research
Experimental design, ethical considerations, and statistics for responsible conduct of nutritional and medical research.
Prerequisites & Notes Undergraduate statistics course or permission.

MAT486/586 - Biological Modeling and Simulation
Mathematical and computational models primarily from population biology and epidemiology, including deterministic and stochastic, discrete- and continuous-time, and spatial and network models. A software package such as Matlab or R will be used for simulations and visualization, and for additional topics such as vectorized calculations, function optimization, and differential equation solvers, which have a wide variety of applications in the sciences and engineering.
Prerequisites & Notes permission.

NUR 507 - Advanced Pathophysiology
Advanced study of normal and abnormal human physiology with a focus on the physiological, genetic and biochemical basis of human disease. Provides a framework for nurses to understand and integrate clinical findings, diagnostic and therapeutic regimens.
Prerequisites & Notes: permission.

PSE 457/557 - Plant Pathology/Advanced Plant Pathology
This course provides an understanding of the biology of plant diseases, the agents that cause them, the conditions that affect their severity, and the methods used to manage them. Students should develop the ability to recognize or diagnose particular diseases and an understanding of the principles of disease management. PSE 457 and PSE 557 cannot both be taken for credit.
Prerequisites & Notes: Graduate Standing **Credits:** 4

PSE 509 - Experimental Design
Principles of research in biological sciences, design of experiments, statistical analysis and interpretation of data. **Credits:** 4

SFR 458 - Tree Pests and Disease Lab
Identification of tree health problems and their management options. Course may include field work during and outside of the course's scheduled times.
Credits: 1

SIE 503 - Principles of Experimental Design
This is an interdisciplinary course designed primarily for first year graduate students and advanced standing undergraduates who plan to engage in scientific research. The course covers topics in: (1) design of experiments, (2) modern experimental techniques and instrumentation, and (3) data collection, organization, and statistical analysis techniques.
Prerequisites & Notes SIE 501 or Instructor permission **Credits:** 1

SMS 430 - Microbes in the Marine Environment
This course examines the molecular building blocks of cells, structure and function of cells (Bacteria, Archaea, and eukaryotes) and cellular metabolism in the context of the marine environment, with a primary focus on microbes. Viruses and their role in evolution of microbes and nutrient cycling in the ocean are discussed. Basic molecular information is integrated into understanding evolutionary processes and mechanism of microbial interaction with higher organisms, symbiotic and pathogenic in the marine environment. Microbes in extreme environments are explored to demonstrate how molecular and cellular adaptations play out in different marine environments. Biochemical and microbial processes that are critical to the maintenance and function of the biosphere are examined, with examples from marine environments. Overall, students in this course will learn how to ingrate across different spatial scales, from molecules to ecosystems, and approaches, from cellular biology to evolution. If this course was taken as a topics course in SMS 491, it cannot be repeated for credit.
Prerequisites: Junior Standing and BIO 100 and CHY 121

SMS 552 - Coupled Natural and Human Systems
This is a strongly interdisciplinary course concerned with the intersection between natural and social systems and is a basic introduction to complex adaptive systems. It addresses the question of how we can use our new understanding of complex systems to better adapt human behavior to the natural environment.
Prerequisites & Notes Permission.

SMS 595 - Data Analysis Methods in Marine Sciences
Provides theoretical and computational guidance on techniques commonly used in data analysis. The first half of the course will cover regression methods and the second half will cover time series analysis and digital filters. Real data will be used to illustrate the practical aspects of the subject with emphasis on developing a hands-on understanding of the methods and correct interpretation of results.
Prerequisites & Notes: MAT 126 or equivalent.

Appendix B: Social Science Electives in One Health and the Environment

All courses are 3 credits unless designated otherwise

CMJ 404 - Risk Communication

Course emphasizing applying and comparing/contrasting theories and concepts of risk communication, using several case studies of recent environmental, health, and science-related risk issues. Not open to first year students.

Prerequisites: 3 credits in CMJ and Sophomore standing.

CMJ 407 - Environmental Communication

Study and create effective communication about, for, and with the environment. Use a service learning model to create projects that connect communication theory and practice with complex social and environmental problems in communities.

Prerequisites: 3 credit hours in CMJ

CMJ 420 - SL: Health Communication

Theories and topics include multicultural health, doctor-patient communication, medical ethics, death & dying, support groups, and humor and positive communication in relationships. Students will learn about a variety of health communication topics and apply those topics to their own lives and their communities.

Prerequisites: Junior or Senior standing.

CMJ 425 - SL: Health Campaigns

This is an online service-learning course that introduces students to the theory, design and implementation of health campaigns. Students will obtain practical, real-world experience working in groups with a community partner on a health campaign, helping to meet a community health need.

Prerequisites: Junior or senior standing.

CMJ 430 - Intercultural Communication

Examines current research and theory in intercultural communication from a variety of approaches across a variety of settings. Understandings about the complex relationship of communication and culture will be applied to everyday experiences.

Prerequisites: Junior or senior standing.

CMJ 580 - Environmental Communication

This course provides an introduction to research and practice in the field of Environmental Communication. Through readings, discussion, and active learning approaches, this course examines how communication shapes our collective understanding and decision making about environmental change. We explore diverse environmental communication perspectives and topics, including environmental rhetoric, collaboration and public participation in natural resource issues, news media and environmental journalism, and social and environmental justice.

Prerequisites & Notes None

CMJ 610 - Seminar in Risk Communication
Examines social scientific theories and concepts relevant to risk communication, including risk perception, strategic communication, media effects, public engagement, and judgment and decision-making. Includes relating course content to case studies of recent environmental, health, and science-related risk issues.
Prerequisites & Notes: Permission

ECO 404/504 - Behavioral and Experimental Economics
Experimental research continues to demonstrate that the economic decisions of individuals and groups deviate, sometimes dramatically, from those predicated by standard economic theory's rational actor model. Behavioral economics seeks to explain the economic decision-making of consumers and citizens, as psychologically complex, cognitively limited, emotional, social decision-makers. This course explores the foundations of behavioral economics and develops skills in designing and conducting economic experiments for the development of new behavioral insights. Topics include bounded rationality, prospect theory, reference dependence, social preferences, anchoring, framing, and priming, moral balancing, and applications of behavioral economics to public policy. The semester culminates in the creation of an experimental research proposal. ECO 404 and 504 cannot both be taken for credit.
Prerequisites: ECO 120 or permission.

ECO 442 - Health Economics
This course surveys major topics in health economics including: the economic determinants of health; the market for health care and insurance; the role of government. We focus on the health system in the United States with comparisons to other countries, as well as health system reform. We also consider special topics including: the health endowment; business cycles and health; socio-economic gradients in health; health externalities; health behaviors and outcomes.
Prerequisites: C- or better in ECO 120 or permission.

FSN 436 - Food Law
Examination and discussion of federal and state laws and regulations applying to the processing, handling, distribution and serving of food products.

FSN 512 - Current Food Safety Systems
In-depth study of the development of Food Safety Systems such as Good Manufacturing Practices (GMPs), Hazard Analysis Critical Control Points (HACCP), and Food Safety Modernization Act (FSMA; Preventive Controls for Human Food Rule) and their application to the food processing industry. The role of these systems in ensuring a safe food supply at the local, national, and international level. Certifications for HACCP and PCQI (Preventive Controls Qualified Individual) are offered to students taking this class.
Prerequisites & Notes FSN 330

GRN 503 - Health Policy Issues of an Aging Population
This course focuses on the social, economic, and health challenges confronting our society with regard to the aging of the population from policy and program planning perspectives. Students will examine and critically analyze current social and health care policies and trends and resultant service delivery systems as they impact families generally, and older adults specifically.

This course will consider the historical context out of which the current aging infrastructure has evolved. An appreciation for the role policy plays in enacting health care practice and the reciprocal role that health care practice plays in informing policy will be major points of emphasis. Policies to be considered that impact on older adults and their families include but are not limited to the Older Americans Act, Medicare, Medicaid, OASDHI (i.e.m Social Security), the Age Discrimination in Employment Act, and the Affordable Health Care Act. These policies will be examined in the context of a scarce resource environment, special interest group politics, and matters of equity, social justice, and fairness. Learning will underscore the importance of student competencies in promoting the effective and humane operating of health and human services systems that provide resources and care to older people and their families as well as contributing to the development and improvement of social and health policies that support persons throughout the life span.
Prerequisites & Notes GRN 500 (Opportunities and Challenges of Aging)

NUR 415 - Socio-Cultural Issues in Health and Health Care
This course explores social and cultural influences on health and illness. Cultural diversity, cultural competence, social determinants of health, health disparities, and health literacy will be topics covered.
Prerequisites: Nursing Major; Non-nursing by department consent

NUR 502 - Families in Health and Illness
Theories of family structure and functioning, social issues affecting contemporary American families, and health-related research provide the framework for systematic assessment of family health needs and for development of nursing interventions. Provision of primary health care for families in rural communities will be emphasized. One-half of class time is spent in the classroom and one-half is conducted via WebCT for asynchronous online learning.
Prerequisites & Notes: Graduate standing or permission.

SFR 479 - Environmental Attitudes and Behaviors
Explores the relationship between human behavior and the natural environment through a variety of social and environmental psychology constructs including: intrinsic and instrumental values, beliefs, attitudes, perceptions of control, and social norms.

SFR 504 - Rural Communities: Theory and Practice
Analysis of rural communities and development practices using economic and sociological frameworks. Rural communities in Maine are examined. Field trips required.
Prerequisites & Notes Graduate standing of instructor permission.

NUR 644 - Healthcare Leadership and Management
This course presents information about leadership and management within the dynamic environment of healthcare and offers students the opportunity to explore key concepts critical to successful healthcare leadership and management. Students examine how leadership/management models/approaches influence outcomes within the direct care environment as well as more broader environments such as the clinical team, department, professional workload, organization, community and their profession. Through case studies,

online discussion groups, literature review, and self-assessment/reflection, this course helps to better prepare students for their leadership role as a healthcare professional.
Prerequisites & Notes Graduate standing in the School of Nursing, Communication Sciences and Disorders, Kinesiology and Physical Education, Food Science and Human Nutrition, and Social Work or instructor permission.

NUR 693 - Ethical Inquiry in Health Care
The influence of philosophical, cultural, ethical, legal, economic and political systems upon health care will provide the framework for examining contemporary issues. The process of ethical reasoning and analysis will be used with selected clinical cases to systematically examine ethical distress and ethical dilemmas.
Prerequisites & Notes Graduate standing or permission of instructor.

NUR 694 - Health Policy, Politics and Practice
Introduces students to health policies and political activities and their impact on health care and healthcare management systems, interweaving sociopolitical and ethical frameworks. Students examine the changing content of health care and critically evaluate the process of policy development, including the political role of health professionals and the fiscal impact of policy change.
Prerequisites & Notes: Graduate student in nursing or permission.

SMS/ANT 550 - Anthropological Dimensions of Environmental Policy
Seminar on basic principles of environmental policy and analysis in both industrialized and Third World societies. Covers policies and institutions of states, local governments and co-management systems. Emphasis on anthropological case studies on the management of key common-pool resources, including fisheries, wildlife, irrigation systems and forests.

SMS/ANT 555 - Resource Management in Cross-cultural Perspective
Examines the institutions used to reduce risk and uncertainty in selected societies dependent on renewable resources. Emphasis on fishing societies around the world with some discussion of the utilization of forests and rangeland by different societies. Studies the governance structures used to manage common pool resources including state systems, local level management systems and co-management systems. This course is identical to SMS 555.
Prerequisites & Notes Senior or graduate standing or permission.

SMS 567 - Knowledge and Participation in the Science Policy Process
Environmental policy decisions should be based on the best available information, while at the same time allowing for public input. Stakeholder engagement in science and management is increasingly promoted to improve policy-making outcomes. This seminar examines these two dimensions of the science policy process: how knowledge is produced and used in decision-making and the role of non-experts, including stakeholders, in this process. Through readings of the literature and case studies in marine policy, the course will explore topics such as the social construction of scientific knowledge, the role of science and scientists in policy-making, public understanding of science, non-expert participation in science and policy, and local ecological knowledge and other forms of expertise.

Prerequisites & Notes Graduate student standing or permission.

SWK 550 - Human Behavior and the Social Environment I
Examines research and theories related to normative life span development as influenced by age, gender, social class, social structures oppression and other environmental factors. Uses systems theory and person-in-environment construct as the analytical framework. Considers implications for social work practice and social welfare policy.
Prerequisites & Notes MSW students or by permission.

SWK 650 - Human Behavior and the Social Environment II
Examines research and theories related to normative development of families, small groups and communities. Explores the impact of age, gender, social class, social structures, oppression and other environmental factors. Examines the social structures and context of organizations and institutions and their impact on individuals, families, small group and communities. Considers implications for social work practice and social welfare policy.
Prerequisites & Notes MSW student or permission.

WLE 461 - Human Dimensions of Fisheries and Wildlife Conservation
This course is a mix of lectures, invited presentations, hands-on group activities, and peer to peer exercises that provide students with the theoretical knowledge and practical skills necessary to effectively engage and communicate with diverse stakeholders in collaborative management. The course covers such topics as governance of wildlife, sense of place and community, trust and capacity development, wildlife management as a systems process, collective behavior, engagement of stakeholders, collaborative planning and decision-making, adaptive management and adaptive impact management, identity-based conflict resolution, communication planning, and human dimensions research methodology. Participating in one Saturday or Sunday workshop (TBD) is required. Course may have field trips during class times.
Prerequisites: Junior, Senior or Graduate Standing