



**Graduate Board
Thursday, April 24, 2025
57 Stodder Hall**

12:30-2:00 pm

AGENDA

1. Approval of the March 27, 2025 Graduate Board minutes
2. April 2025 Graduate Curriculum Committee reports
3. Announcements/updates
 - Trustee, Thurgood and AP Scholarship awards
 - Graduate Commencement update
 - Graduate Student Workers' Union update
4. New academic program proposals
 - Substantive change proposal for a low residency MBA
 - Substantive change proposal for the MA in Communication Sciences and Disorders
 - Intent to plan for a MEd in Library and Media Studies
5. Discussion of funding for new and continuing graduate students
6. Proposed language related to the personal statement in the Graduate School application
7. Items arising



Graduate Board
Thursday, March 27, 2025
57 Stodder Hall

12:30-2:00 pm

AGENDA

Meeting called to order: 12:35 pm

Attendance

In Person: K. Gillon, M. Camire, A. Cruz-Uribe, S. Delcourt, D. Dryer, A. Goupee, D. Granke, A. Gray, S. Marzilli, M. McLaughlin, N. Micinski, G. Miles, W. Nichols, F. Rondeau, L. Ross, K. Maasch, G. Schwieterman, T. Yoo

Zoom: T. Bowden, M. Brichacek, H. Carter, J. Crittenden, K. Evans, M. Gardner, R. Roberts, J. Chiarell, S. Hess, E. Kimball, R. MacAulay, S. Morano, S. Nittel, J. Riccardi, L. Rickard, J. Settele, T. Schwartz, N. Speer, P. Stechlinski, K. Varahramyan, S. Wright

Guests: John Allen, Professor Electrical Engineering Technology, Heather Pixley, Ryan Weatherbee, OIRA.

1. Approval of the February 27, 2025 Graduate Board minutes
 - Motion to approve – Mary Ellen
 - 2nd – Alicia Cruz-Uribe
 - Unanimous approval
2. March 2025 Graduate Curriculum Committee reports

The Curriculum Committee met on March 4th, 2025 and is recommending the following courses to the Graduate Board for approval at its March 27th meeting.

New Courses:

AVS 530: Animal Genetics and Selection

FSN 546: Public Health Nutrition

FSN 547: Food and Bioprocess Technology

LMS 518: Curriculum in Library Environments

- Motion to approve – Nick Micinski
- 2nd – Grant Miles
- Unanimous approval

3. Announcements/updates

- Trustee, Thurgood and AP Scholarships
 - i. Executive Committee has the nominations – information will be shared as soon as it is available. It is not clear if these scholarships fall under the recently announced funding pause.
- Graduate Commencement update – looking like a record crowd.
 - i. 162 faculty registered for the Graduate Ceremony
 - ii. 540 students registered
 - iii. Volunteers needed for all ceremonies – approximately 40-50 needed for each (we have 29 volunteers for the Grad ceremony on Saturday May 10, and approximately 20 for each undergrad ceremony on Sunday May 11th)
 - iv. Last day to nominate outstanding graduate students is Friday 3/28/25
- Graduate Student Workers' Union update
 - i. One consolidated financial package is being developed by the UMS bargaining team.
 - ii. Counterproposal is planned to be offered by the end of April.

4. Discussion of funding for new and continuing graduate students

- Memo went out today – pause on new funding offers to graduate students admitted for summer/fall 2025 until the University does a more comprehensive analysis of current funding commitment. The intention is to make sure current students are prioritized in terms of funding.
- The Graduate School is also assessing the number and source of funding offers to newly admitted graduate students made prior to March 13.
- Keith Evans – wondering about students who have switched programs (would they be considered “new”?) S. Delcourt suggested that any student that is here and continuing – would be considered as a “continuing / current student”
- VPRDGS agreed with Scott’s statement.
- Dr. Varahramyan discussed the process of developing the statement and the implications – and the need to move forward with as many offers that we can continue, especially with the CGS deadline of April 15 fast approaching.
- Keith Evans asked about students deciding to attend – has there been any discussion about considering offering “in-state” tuition if we cannot offer an assistantship. Dr. Varahramyan replied that the university would want to assess the current fiscal situation (over the next 10 days or so). We want to minimize any harm to the University, faculty, students, etc... (We don’t want to make promises until we know that funds are available).
- J. Gill – possibility of a “form” to request exceptions – (i.e. if we have grant funding that we know is already secured) – based on the current language it seems that it is a complete pause. S. Delcourt & VPRDGS will be working on an exception process for situations like this – and a review process (nature of position, funding source, potential impact, etc...) There is also concern about filling TA positions where they are critical to teaching undergraduate courses. University plans to assess where the greatest needs are relative to available funding.

- J. Gill - Is admitting on a Fullbright or NSF grant still approved? University will review these as exceptions, but there shouldn't be a problem.
- Mary Ellen Camire – what about shared TA's (Scott stated that the shared TA nominations are with the Executive Committee for approval and will be released soon.)
- Natasha Speer asked about students with multi-year agreements. Scott confirmed that continuing students are a priority and pointed out that assistantship appointments are generally made one year at a time.
- Collective bargaining also plays a factor in staying within the budget – the CBO is currently assessing the impact of a potential CBA agreement on the University's assistantship funding.
- Tom Schwartz – asked about new admits...concerned about new students coming in on grants, as well as through units like ASCC. VPRDGS suggested that we are supposed to get additional information by April 2nd. In addition, please use the online exception form that is being developed for students who have, but yet received funding offers.
- Nick M – asked if the pause included offers funded through philanthropic efforts. S. Delcourt noted that those offers already extended will continue to move forward – but any new offers should be reviewed/approved through the exception process.
- Lauren Ross asked about students who were formerly RA and moving to a TA – if they would need to be reviewed. Funding information including the source should be entered on the spreadsheet being distributed through the Deans. It is okay to change funding sources as long as it is accounted for in the University analysis. The final product is anticipated to be a spreadsheet of University TAs that have already been committed.
- Dylan Dryer asked for clarification - Dean of the college would need to approve TA offers. Dean Haddad did approve several offers made after the March 13 date on the spreadsheet. S. Delcourt acknowledged that there was an unplanned delay of about 2 weeks between when the student data was collected and when the memo went out. There were additional students who received financial offers over those 2 weeks
- S. Delcourt – the next few days will involve data collection and what the funding commitments are for continuing students. Financial impact analysis by the VP Finance office, along with ORA and the grant review team.
- J. Gill – as we are thinking about funding concerns and new student admits – how does this relate to faculty /tenure?
- T. Yoo - Is there any consideration to the impact on newly hired faculty- are those folks going to be allowed to hire or bring RA's with them?
- Jessica Riccardi – shared the concern about pre-tenured faculty.
- OVPRDGS – suggested that the situation need to be reviewed – and early career faculty would be a consideration in the process as well. The VPRDGS also added that the University has major awards from EPSCOR. The Federal agencies are concerned about recruiting more students – and encouraging the University to spend its funds.
- T. Yoo – expressed concern about faculty searches that are currently ongoing
- Natasha Speer – comment in the chat: “The topic of pre-tenured faculty came up at the Center Directors’ meeting with the President yesterday. She mentioned the various existing “stop the clock” options that might be relevant in circumstances where work cannot continue due to circumstances beyond the

faculty member's control (such as the pausing of a grant or cancellation). It was just a general discussion but perhaps something that could be communicated to folks if appropriate."

- J. Gill – suggested that "stopping the clock" would also impact career tracks and financial situations and wondered if other measures such as revising tenure and promotion guidelines due to the circumstances – or decoupling of tenure and promotion.
- VPRDGS was asked if hiring should be on pause...review with Dean of your college – if you are uncertain of resource availability.
- Tom Schwartz – ongoing faculty search – we were planning to use our TA line to allocate funds for new faculty assistantships
- S. Delcourt suggested that funding associated with pre-tenure faculty (assistantship commitments and start-up) should be brought forward as soon as possible for consideration and review.

5. Newly promoted Graduate Board members:

- Laura Rickard – promotion to Full Professor
- Andy Goupee- promotion to Full Professor
- Jennifer Crittenden – promotion to Associate Professor with Tenure
- Rachel Schattman - promotion to Associate Professor with Tenure

Congratulations to all!

6. New academic program proposals

- Proposal for individualized concentration in the Doctor of Engineering (Eng.D.) program (redux) – John Allen is attending today to discuss. Current Eng. D. program is fully remote and more focused on part time students. The original Eng. D. Program was proposed by Ray Hintz with an initial concentration in Survey Engineering Technology. Since then several students have applied who would be well suited for an individualized track.
- D. Nichols – is this a sub-plan of the existing PhD? Yes.
- S. Delcourt – will this be marketed as an online program?
- John Allen – yes – we have been working with DLL to make this program entirely online. Individual students would have to come up with their own doctoral committee. Applicants would be required to have a master's degree and professional engineer licensure.
 - i. Motion to approve – D. Granke
 - ii. 2nd – Mary Ellen Camire
 - iii. Approval to move forward – unanimous

7. Assessment of graduate programs – Heather Pixley and Ryan Weatherbee from OIRA

- Ryan introduced Heather Pixley – who will be taking over coordination of [graduate program assessment](#) (Laura has moved onto a different role within OIRA).
 - i. Process – develop program learning outcomes and map curriculum to create some assessment data and then reflect on the data to understand if the current curriculum is working.
 - ii. We have an assessment advisory board and have added graduate faculty to that advisory board.

- iii. Heather Pixley – new to role – has emailed everyone who is due for review this year.

MCEC, MCS, COEHD – reviews upcoming

Scott suggested that anyone who is new to program coordination could reach out to the Graduate School for some guidance on creating program learning outcomes based on the following overarching graduate program learning goals approved by the Graduate Board:

- Research & Scholarship
- Ethics and Ethical Research
- Communication

The Graduate School is currently trying to sort out common elements for the interdisciplinary MA and PhD programs.

J. Gill – suggested linking outcomes to the defense – and a new exit interview that they are conducting with students.

Cici added that ECS is also doing something similar.

Scott suggested that these items could be shared via the Graduate School's website if shared with the Graduate School.

Grant Miles mentioned that MBS certificates do not currently have program outcomes

Ryan suggested that assessment data would be helpful – but priority for assessment lies with the program accreditors first.

NECHE requires program learning outcomes/assessment as part of UMaine's institutional accreditation.

8. Use of AI in graduate programs – continued discussion

S. Delcourt – asked if any programs have come up with specific statements regarding the use of AI in their program curricula.

Mary Ellen Camire – suggested that they have been considering the need to place guidelines in their syllabi to ensure that students are writing their own material.

Grant Miles – suggested that he emails students and states that he has concerns about the material that has been submitted and would be giving it a 0 unless they contact him. (Most do not contact him to challenge the 0.)

Rebecca MacAulay – suggested that the checking of references in suspected AI-generated material can be helpful as they are usually inaccurate. I show students how bad chat GPT can be – by giving examples.

I have showed ratio calculations and how the program sometimes gets math wrong, etc. Encouraging students to use it more intelligently.

Laura Rickard – had Peter Schilling from CITL come to her classroom and give a presentation on AI. S. Delcourt reminded the GB members that CITL has developed a [guidance document on AI](#).

Dylan Dryer – thoughts from a composition perspective – AI by its nature is looking backward. Users should be fully aware of its uses and limitations.

D. Nichols – Faculty Senate is also discussing – relating to CITL and UTC’s guidance – we have talked about guidelines and syllabus statements – you can link to the statements from the [Faculty Senate page](#).

G. Schweiterman – ongoing discussions about how beneficial AI can be for students whose first language is not English.

J. Gill – stated that anything you upload is now shared data (and becomes part of the algorithm). Intensive English Institute is the best suggestion for students whose first language isn’t English

S. Delcourt – also suggested the Writing Center and other campus resources may also be helpful.

Shawn Fraver - there are resources created by my department with some AI guidelines– I will ask permission to share.

S. Delcourt – suggested that he would discuss further with the Executive Committee regarding the possible development of a statement regarding AI.

Scott gave an update on the recent 3MT competition. Congratulations to Allie Connor!

9. Items arising - none.

Meeting adjourned at 2:04 pm

CURRICULUM COMMITTEE REPORT

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

New Courses:

COS 504 Professional Research Communication 2

COS 505 Graduate Seminar

COS 506 Research Methods

COS 522 Interdisciplinary Learning and Design with Computing

COS 590 Computers, Ethics, and Society

EHD 548 Culturally Sustaining Pedagogies

FSN 566 Type 2 Diabetes, Obesity, and Food

MAT 501 Teaching Undergraduate Mathematics

NUR 565 Wellness and Resilience for Advanced Practice Nursing

SFR 516 Unoccupied Aircraft Systems in the Forest Environment

Modifications:

MBA 609 Financial Statement Analysis

PSY 625 Basic Methods in Assessment

PSY 626 Advanced Clinical Assessment

SED 625 Special Education Internship for Maine's Alternative Certification and Mentoring

DRAFT

To: John Volin
Executive Vice President of Academic
Affairs and Provost
University of Maine

Scott Delcourt
Associate Dean of Graduate Studies
University of Maine

Re: Change in modality for the MaineMBA

The Maine Business School and Graduate School of Business propose to change the MaineMBA's in-person modality to a low residency modality (split delivery instructional). This is a change in modality only, not a curriculum change.

Rationale

Low residency MBA programs offer a flexible and valuable option for working professionals who seek to advance their education without disrupting their careers. This innovative modality allows students to balance their academic, personal, and professional lives by providing opportunities for networking, hands-on experiences, and direct interaction with faculty, peers, and business partners -- ensuring that they receive both the convenience of online learning and the depth of face-to-face engagement.

Our current in-person MaineMBA offerings are not effectively meeting student and faculty expectations due to logistical and technical constraints. Unlike traditional in-person experiences, these courses are delivered live (synchronously) between the Orono and Portland campuses, and lack the in-depth engagement with peers, faculty and community that the low residency model will provide.

By replacing the in-person modality with a hybrid, low residency modality, we will be able to offer our MBA students immersive opportunities for networking, hands-on experiences, and direct interaction with faculty, peers, and industry leaders at the Maine Center in Portland while also providing the convenience of online classes. This hybrid model fosters a diverse learning environment and equips professionals with the skills, connections, and credentials they need to thrive in a competitive global marketplace.

Data from the Graduate Management Admissions Council (GMAC)¹ shows surging student interest in hybrid MBA programs -- which includes low residency programs -- so we believe this

¹ Graduate Management Admission Council, *2024 GMAC Prospective Students Survey Summary Report* (Reston, VA: GMAC, 2024), <https://www.gmac.com/market-intelligence-and-research/research-library/admissions-and-application-trends/2024-gmac-prospective-students-survey-summary-report>.

change will be a competitive differentiator for the MaineMBA that will drive enrollment growth and enhance the program's reputation.

Proof of concept

The proof-of-concept for the low residency model comes from our successful MaineMBA Academy, which has been offered for the past 3 years and has grown by over 75% to 40 students in Spring 2025 (8 students beyond the initial class cap). This hybrid version of the MBA 649: Strategic Decision Making capstone course culminates in an intensive in-person experience at the Graduate School of Business in Portland, and includes executive-level speakers and sessions, experiential learning with live industry clients, and career development and networking.

Impact to International Students on F-1 and J-1 Visas

In consulting with UMaine's Office of International Programs about the effectiveness of the current in-person MBA courses for International F-1 and J-1 visa students, they confirmed that it is challenging to meet the needs and requirements of residential International students, and they support the elimination of the current live, in-person modality.

In transitioning from the current in-person modality to a low residency modality, we will teach-out the required in-person components for all International students attending on an F-1 or J-1 visa who were admitted in Fall 2025 or earlier. These select in-person courses will be offered as needed through Spring 2027. Beginning in Fall 2026, we will no longer be admitting International students on an F-1 or J-1 visa to the live in-person program, as it is being replaced by the low residency modality.

Structure of Low residency MaineMBA Program

Outlined below are details of what the program will look like and how the flow of the degree would develop to ensure students entering this program are engaging in a low residency course with an in-person component at least three times in the completion of the degree. There are no changes to degree requirements or modifications to the number of credits students must complete in order for the low residency MaineMBA to be executed.

Building on this model, we are pursuing the following innovations.

- Creation of a Foundations of Teamwork and Leadership course in the first semester where students will focus on developing critical competencies in Leadership. This course, being developed by Dr. Levallet and Dr. Harkins, will be offered to an initial cohort as a topics course in Fall 2025 (first eight weeks). This course is taken in the first year.
 - Students will be introduced to management and leadership competencies while learning about case studies, simulations, and company projects as methodologies for learning and developing skills.
 - Initial cohort of 20-24 students with 5 business partners. Modeled after MBA 649 with 7-weeks online and one-week in-person in Portland.

- Creation of a Problem Solving course that works with rotating business partners (e.g. LL Bean, Bangor Savings, Tyler Technologies, WEX) will provide students with real-world challenges and the ability to work with experts to solve specific issues over the course of the term.
 - Modeled after MBA 649 with 7-weeks online and a bootcamp in-person in Portland.
 - Initial cohort of 20-24 students
- Expansion of the MBA Academy to include a larger cohort (target: 30 students) and 10 business partners (a mix of startup and corporate companies)
 - Instructed by Richard Bilodeau and Jason Harkins in Spring 2025 (session II)
- Development of corporate MBA options for local businesses (e.g. LL Bean, WEX, Idexx, Bangor Savings, Tilson Technologies, and Tyler Technologies). Partner with companies to enroll cohorts of 10 employees in the MBA program. Work with Alfonds to have the corporate MBA replace some concentrations.

The Low Residency MaineMBA program will have three low residency courses and seven core courses to be delivered online. The cohort accepted into this program will complete the program using a schedule like:

- **Semester 1** – 1) Foundations of Teamwork and Leadership (MBA 6xx): in-person element (new course) AND 2) Strategic Data Analysis (BUA 601)
- **Semester 2** – 1) Managerial Marketing (MBA 670) AND 2) Financial Statement Analysis (MBA 609)
- **Semester 3** – 1) Creative Problem Solving (MBA 6xx) – in-person element (new course – syllabus below) AND 2) Foundations of Business Intelligence (BUA 680)
- **Semester 4** – 1) 2) Management of Contemporary Organizations (MBA 626) AND 2) Financial Management (MBA 651)
- **Semester 5** – 1) Global Supply Chain Networks (MBA 637) AND 2) Strategic Decision-Making (MBA 649) – MaineMBA Academy

MBA6xx: Creative Problem Solving

Online (8-week/Asynchronous)

SYLLABUS DRAFT

Course Description:

This course explores strategies for innovation and creative problem-solving as well as frameworks for entrepreneurial planning/thinking and business modeling. Through experiential activities, readings, and business model analysis, students learn creative techniques employed by creative makers and thinkers from artists to scientists and entrepreneurs. Students apply what they have learned to generate and assess entrepreneurial ideas. As part of this course, we will engage in several creative modalities (e.g., breathwork, meditation, movement, art, music, play, etc.) designed to engage our creative minds. Working in teams and with a company in Maine (LL Bean, WEX, Tyler Technologies, etc.) you will use creativity and business models to address a semester-long business challenge. Teams will refine their work and present it during the last week of semester during an on-site, face-to-face visit to Portland, Maine.

Course Note:

This is an eight-week course (7-weeks online and 1-week in-person in Maine). As a result, the pace of this course is about twice as fast as the normal semester-long course.

Educational Objectives:

Students who complete this course successfully will be able to:

- o Engage in creative thinking.
- o Apply creative thinking to business challenges and issues.
- o Describe the process of innovation.
- o Evaluate entrepreneurial business opportunities.
- o Apply creative frameworks to identify market opportunities.
- o Understand the role of creativity and innovation play in business success.
- o Understand, design, and implement business models including empathy mapping, SWOT analysis, and business model canvas.
- o Embrace new, innovative ideas and models for value creation.
- o Manage the process of creativity with an organization.
- o Communicate in oral and written speech, and interact with groups in-person and online.

Course Schedule:

If there are any changes to the course schedule, I will submit a revised calendar to the Content area of Brightspace as well as email it to the class.

Week	Topics and Activities
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<p>1 (week of)</p>	<p>Topics:</p> <ul style="list-style-type: none"> ○ Podcast/Study Guide 1: Welcome to the Course Meet Your Business Partner ○ Podcast/Study Guide 2: Understanding and Practicing Creativity ○ Podcast/Study Guide 3: Introduction to Business Models ○ Podcast/Study Guide 4: Focus on Meditation and Movement
<p>2 (week of)</p>	<p>Topics:</p> <ul style="list-style-type: none"> ○ Podcast/Study Guide 5: Focus on Empathy Map ○ Podcast/Study Guide 6: Focus on SWOT Analysis ○ Podcast/Study Guide 7: Focus on Business Model Canvas ○ Podcast/Study Guide 8: Focus on Art and Music
<p>3 (week of)</p>	<p>Topics:</p> <ul style="list-style-type: none"> ○ Podcast/Study Guide 9: Growing, Scaling, and Transforming your Model ○ Podcast/Study Guide 10: Using and Expanding the Canvas Effectively ○ Podcast/Study Guide 11: Focus on Business Model Embedded Business Plan ○ Podcast/Study Guide 12: Focus on Play
<p>4 (week of)</p>	<p>Topics:</p> <ul style="list-style-type: none"> ○ Podcast/Study Guide 13: Using Business Models to Prove a Concept ○ Podcast/Study Guide 14: The Big Five Skills of Entrepreneurs ○ Podcast/Study Guide 15: Creativity Wired/Introduction to Neurobiology ○ Podcast/Study Guide 16: Agile Thinking and Cognitive Reset

<p>5 (week of)</p>	<p>Topics:</p> <ul style="list-style-type: none"> ○ Podcast/Study Guide 17: Ideas and Experiments ○ Podcast/Study Guide 18: Supporting Thinking with the Business Model Canvas ○ Podcast/Study Guide 19: Managing Innovation ○ Podcast/Study Guide 20: Sustaining Creativity and Maintaining Flow
<p>6 (week of)</p>	<p>Topics:</p> <ul style="list-style-type: none"> ○ Podcast/Study Guide 21: Practice of Consulting ○ Podcast/Study Guide 22: Models of Creative Problem Solving ○ Podcast/Study Guide 23: Creative Strategy in Action
<p>7 (week of)</p>	<p>Topics:</p> <ul style="list-style-type: none"> ○ Podcast/Study Guide 24: Preparing for the Visit to Portland ○ Podcast/Study Guide 25: Course Recap
<p>8 (week of)</p>	<p>PRACTICUM WEEK:</p> <p>Work on site to complete project work and pitch client.</p>

MBA649: Strategic Decision Making (Maine MBA Academy Version)
Spring 2025 | March 17 – May 9
Online (7-week/Asynchronous with team work) plus 1-week synchronous/in-person

<p>Professor: Richard Bilodeau</p> <p>Office: 214 Luther Bonney (Portland)</p> <p>Email: richard.bilodeau@maine.edu</p> <p>Zoom: custom per each meeting</p> <p>Office Hours: Wednesdays from 4:30 – 6:30 pm EST or by appointment (please email to schedule a Zoom or phone meeting)</p> <p>Best way to reach me: by email (please allow 24-hours for a reply and put MBA649 in the subject line of your email)</p>	<p>Professor: Dr. Jason Harkins Office: 300 Fore St., Office #413 (Portland) Email: jason.harkins@maine.edu Zoom: custom per each meeting</p> <p>Office Hours: by appointment (please email to schedule a Zoom or phone meeting)</p> <p>Best way to reach me: by email (please allow 24-hours for a reply and put MBA649 in the subject line of your email)</p>
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SYLLABUS

“Strategy is about making choices, trade-offs; it’s about deliberately choosing to be different.”
–Michael Porter

Maine Business School Mission Statement:

The Maine Business School engages highly qualified faculty committed to providing excellent undergraduate and graduate business education, advancing business knowledge, and serving the business community. We prepare students for successful careers by challenging them to discover their potential, develop business skills, and act responsibly.

Course Prerequisites:

Completion of all MBA core courses or permission.

Course Description:

This course is the capstone of the MBA program and part of the Maine MBA Academy. Students will work with an assigned company to address a business challenge. Working in teams, students will develop an idea to address their challenge, assess the sustainability and feasibility of that idea, and develop the strategic implementation plan for their solution. Teams will refine their work and present it during the last week of semester during two days of online synchronous meetings followed by three days on-site, face-to-face in Portland, Maine. Using frameworks for entrepreneurial thinking, business consultation, strategic management, and the triple bottom line, students will develop plans to help overcome business challenges and leverage market opportunities. This course requires both an innovative mindset and strategic thinking to address the complex challenges businesses face in today's dynamic marketplace.

Course Note:

This is an **eight-week** course (7-weeks asynchronous online and 1-week synchronous online then in-person in Maine). As a result, the pace of this course is about twice as fast as the normal semester-long course. **This course runs from Monday, March 17, until Friday, May 9.**

Each week for the first seven weeks, you will listen to two podcasts and will review the accompanying study guide for each. Think of the podcasts as mini-lectures designed to introduce a topic and prime your thinking about it. The study guides cover the main topics of the course along with links to TED Talks, articles, readings, and other online resources to assist you in mastering each topic. There are fourteen podcasts and study guides for this course.

You are responsible for reviewing podcasts and study guides each week as they will contain assignments that you will be responsible for completing. Each assignment will have a due date, and late assignments will not be accepted except under extreme circumstances. Please note: Late assignments will receive a penalty that is outlined in the Grading section of the syllabus.

The last week of the course, you will participate in 2 days in online synchronous meetings (via Zoom) followed by three days in-person onsite in Portland, Maine. During

this time, you will continue your exploration of business strategy and to refine/pitch your strategic plan with your team. Each day will be a combination of seminar, experiential learning, C-Suite talks and presentations, and time to refine your capstone project. Teams will make final presentations on the last day of class, Friday, May 9.

The Maine Business School is working to procure funding to offset some of the cost associated with traveling to Maine. Please reach out to Tracey Melody (tracey.melody@maine.edu) for more details.

Using Brightspace:

All communications in this course (e.g., syllabus, hand-outs, assignments, discussion topics, etc.) will be delivered using Brightspace, the University Course Info System. Please be sure you have access to this system.

You can access Brightspace at <https://courses.maine.edu/d2l/home/>.

When you log into the Brightspace page that accompanies this course, you will see links in the top navigation of the page that you will use throughout the class. Our use of each of these sections of Brightspace will be reviewed in the Welcome Podcast and Study Guide for the course. Below is a description of each link:

- Announcements/Course Home: Every announcement that we make to the class can be found here. At the beginning of each week, we will provide a reminder of what is due that week by making an announcement. We will also email you a copy of every announcement that is made in the course.
- Content: This is the location of all the content for our class. You will find the syllabus here along with course podcasts, study guides, and additional materials listed by week.
- Assessments: This is the location where you will find assignment details, where you will submit these assignments, and can find your course grades.

For more information on using Brightspace, please visit:

- Documentation for Learners at <https://documentation.brightspace.com/EN/learners/learners.htm>
- Video Tutorials at <https://www.youtube.com/channel/UCLSxTdOzKAFOCZjXav1aCRQ>

Course Textbook:

There is no textbook for this course. Materials will be shared by the professors in class and via Brightspace.

Course Technology: You will need high-speed Internet access for this course. In addition, you will need access to the following technology:

- Brightspace – to access course assignments, syllabus, discussions, learning materials, and grades, and to submit assignments.
- YouTube – to watch and review assigned TED Talks.
- Email – to communicate with the professor about the course, and to ask questions.
- Video capture program – to submit presentations that are assigned throughout the semester.
- Zoom – to connect for individual and class meetings.

Educational Objectives:

This course will expand your thinking and experience in addressing business challenges and exploiting business opportunities. You will examine business sustainability and feasibility to understand how these practices can directly impact business success, strategic decision-making, and profitability.

This course is a practice-based course. Students, acting as consultants, will work with a variety of different types of organizations, at different stages in their growth and profitability, to address a major business challenge.

This course is designed to foster the attitudinal, creative, conceptual, and leadership skills necessary to manage a successful venture. The course focuses on the strategic skill set of the successful business manager: one who continually strives to pursue opportunities by creating value-based solutions to challenges and problems they encounter.

Students who complete this course successfully will be able to:

- Understand the role creativity and innovation play in business success;
- Development and vet sustainable business ideas to shape market opportunities;
 - Define the triple bottom line as it applies to new strategic initiatives;
 - Describe changing and evolving trends in the marketing environment (e.g., multicultural, and global trends) and their role in decision-making;
 - Explain the business case for sustainability;
- Create value for a business;
- Find shared vision, norms, and values;
- Evaluate business strategies for finding and sustaining a competitive advantage;
- Manage the change process;
- Understand the role diversity plays in the development of successful business ecosystems;
- Adapt to an ever-changing environment;
- Develop a perspective and approach on business consulting;
 - Examine the feasibility of a business idea; and
 - Develop and present strategic implementation plans.

Content and Organization:

The course is organized around these six broad themes:

1. The Opportunity. What is an attractive opportunity, not just another good idea? How do businesses identify good opportunities to grow and expand? What are the characteristics of higher potential opportunities? Are the risks and trade-offs acceptable?
2. Resources. Given an opportunity, what resources will be needed to create or seize an opportunity with an acceptable level of risk?
3. Partnerships & Teams. How does the manager achieve leverage by working with and through other people to achieve his/her/their goals? What are the interpersonal dynamics and challenges of working with people within an organization?
4. Timing. At each stage of the idea exploration process, the acquisition and deployment of resources and the use of creative thinking at the right time is critical to success. What are the characteristics of a successful investment? What role do the environment, context, and being in the right place at the right time play in success? Can we control the timing of key events?
5. Sustainability. How can a venture balance environmental and social responsibilities with financial duties? How does the triple bottom line orientation influence launch and growth?
6. Strategy. How can a venture design, develop, and deploy strategies for competitive advantage and market success? How can strategic thinking lead to better business? How can we link customer and market trends to sound business strategy?

Other topics in the course include: utilizing technology to improve business performance, tapping into creativity to solve business challenges, social responsibility, ethics decision-making, the entrepreneurial mindset; and social, multicultural, and global business strategies.

Expectations and Standards:

1. Your presence and active contributions are vital to online and in-person learning. This means being well prepared when submitting course assignments and participating in team projects.
2. There is an absolute level, quality, and amount of work you will be expected to accomplish by completely addressing all the requirements of each assignment and demonstrating your understanding through accurate and thoughtful discussion of management and strategy. You will be acting as a consultant to a real business and should use this opportunity to develop your own professional practices to support your work.

3. All assignments are expected to be your own original work and should be submitted on-time. Incomplete and late assignments will be allowed only under extraordinary circumstances.
4. There will be two types of assignments in this course: (1) those that you will complete individually and (2) those that you will complete in teams. Each assignment will explicitly state if it should be completed individually or in teams.
5. This course requires that you work with a team to negotiate an operating agreement, to assess an organizational challenge or issue, to develop a sustainable business idea to address that challenge, to explore the feasibility of this idea, and to pitch a strategic implementation plan for that idea. Each of you will join a team of five people to complete these assignments. It is very common today for businesses to use teams as opposed to individuals to accomplish work. Among the many reasons for this is the need for complimentary skills and resources. One person cannot provide or do everything. Today's competitive environment compels us to integrate our skills and help sustain each other's enthusiasm during challenging and uncertain times.
6. We will assign teams by the first day of class. Your team is responsible for its own management, and conflict resolution should conflicts arise. During the first week of class, each team will develop an operating agreement that every member of the team must sign and abide by throughout the semester. We will provide a sample template.
7. As a part of your team work, you will be asked to evaluate yourselves and your teammates at the conclusion of each team assignment.
8. This is a practicum-based course. Your team will work with an assigned business this semester. Your team's review, assessment, and analysis of this business will form the basis of most of the work that you will complete this semester. We will review the practice of consulting in detail during Week 1 (Learning Module #2). You will find a suggested list of weekly practicum activities in the Course Schedule below. Please review these activities carefully!

Major Class Assignments:

All assignment should be submitted in Brightspace. Papers should be created in Word, Google Doc, or PDF only. Presentations should be created in PowerPoint, Google Slides, or another similar program.

As part of the Maine Business School's on-going Assurance of Learning (AOL) efforts, you will be asked to take the ETS Test this semester. The results of the exam are not part of your grade for the course; however, we need to you take the exam seriously for our program evaluation. The exam will be offered in Weeks 4, 5, and 6 of this term. We will announce the dates and times during Week 2. You will also be asked to reflect on the exam in Status Report #6 (due on May 4). Please let us know if you have any questions.

1. Status Reports – For Weeks 2 through 7, we will offer two questions for you to reflect on documenting your learnings and experiences this semester and to provide us with a status report documenting your practicum work. Your reports should be approximately two-pages in length and are due by 11:59 pm on Sundays the week a status report is assigned. There will be six reports over the course of the semester. *This is an individual assignment.*

2. Team Operating Agreement –Your team will negotiate and draft an operating agreement outlining how the team will manage itself and its work this semester. We will provide a template for your team to consider, but the agreement and its contents are up to you. The agreement must be signed by every member of your team. Once you have completed your agreement, each member will include a two-to-three paragraph biography of themselves to be included in the appendix. This assignment is due by 11:59 pm on Sunday, March 23. *This is a team assignment.*

3. Business Observation Paper – Your team will observe (virtually or in-person) the business that you are working with this semester and write a report assessing the reasons for the venture's success. Papers should be no longer than 5-pages. Each member of the team should include a discussion of individual impressions of the business. Papers are due by 11:59 pm on Sunday, April 6. *This is a team assignment.*

4. Sustainability Assessment Project – Your team will conduct a sustainability audit with your business using the Sustainable Business Planning Tool (a copy is posted in the Content area of Brightspace with the Week 2 Learning Materials). Your project should highlight strengths and weaknesses in the business' approach to social, environmental, and governance responsibilities, along with your recommendations for strengthening the company's sustainability efforts. You will present your findings in a paper **OR** a presentation. If your group chooses the paper, your paper should be 5-pages long. If your group chooses the presentation, you must make a 15-minute presentation to accompany your slides. The presentation can take the form of a video that you submit with your slides or you can schedule time to do the presentation with us "live" via Zoom. Projects are due by 11:59 pm on Sunday, April 13. *This is a team assignment.*

5. Feasibility Analysis Paper – Your team will conduct a feasibility analysis for the business idea generated from your sustainability audit, following the framework that will be outlined in Podcast/Study Guide 5 of the course. The idea must address your business challenge and improve the marketing opportunities of the business. Your idea must reflect a commitment to the principles of the triple bottom line. Papers should be 5-pages long. Papers are due by 11:59 pm on Sunday, April 27. *This is a team assignment.*

6. Business Strategy Presentation – Your team will use the idea/opportunity derived from your sustainability audit and evaluated in your feasibility analysis to develop a strategic implementation plan. Your strategic plan should assess how the business will gain a competitive advantage in the marketplace by strengthening value creation for customers leading to stronger profitability. You will use the strategic frameworks presented throughout the course to develop this presentation. You will prepare a formal presentation for this assignment to be delivered in-person during our final week in Portland. You must submit a copy of your slides for review and your actual presentation should be about 15-minutes long. This assignment is due by 11 am on Friday, May 9. You will present to your business partner on this day. *This is a team assignment.*

Additional details on each assignment are provided in Podcast/Study Guide 1.

Grading:

Status Reports	30%
Team Operating Agreement	10%
Business Observation Paper	10%
Sustainability Assessment Project	10%
Feasibility Analysis Paper	15%
Business Strategy Presentation	25%

Grade range of scores and associated final grades:

A: 93 – 100	B: 83 – 87	C: 73 – 77	D: 63 - 67
A-: 90 – 92	B-: 80 – 82	C-: 70 – 72	D-: 60 – 62
B+: 88 – 89	C+: 78 – 79	D+: 68 – 69	F: below 60

Below are some guidelines for course assignments:

- Papers should be created in Microsoft Word, Google doc, or PDF.
- Presentations should be created in Microsoft PowerPoint, Google slides, or similar program.
- Papers and presentations will be submitted in Brightspace on or before the due date.
- Details for papers and presentations will be posted in the Calendar and Assessments areas of Brightspace.
- Papers should be single spaced, in font size 10 to 12.
- Papers and presentations must be your own original work. Plagiarism will not be tolerated.
- There are no grading rubrics for most assignments. You should address each requirement and answer each question asked in the assignment in a way that demonstrates your understanding of course materials and topics.
- You must cite any work that you reference in your paper. I recommend using the APA or MLA citation style. For more information about citation styles please visit <http://pitt.libguides.com/citationhelp>.

A Note About Late Assignments:

Late assignments will incur a 5-point grade deduction for each week they are late. For example, if you receive a 95 on an assignment but have submitted it two weeks late, you will receive a 10-point grade deduction, and your final grade on that assignment will be 85. You must notify us in advance by email if an assignment is going to be late. If you have not notified us in advance, credit will not be given for assignments that are turned in after due dates except in extreme circumstances. Please let us know if you have any questions.

A Note About Incompletes:

We only issue incompletes in extreme cases with appropriate documentation. In most circumstances, students who do not complete all assigned work by the end of the semester will receive the grade that they have earned to date. Once outstanding work is submitted, your course

grade will be revised. Work submitted late is subject to the grading penalty discussed above. Please let us know if you have any questions about this policy.

A Note About Graduate Course Grades:

Please be aware of the following policy regarding earning credit for graduate course work. The Maine Business School Graduate Program recognizes the following grades.

- **A:** Earns Graduate Credit
- **B:** Earns Graduate Credit
- **C:** Does not Earn Graduate Credit Automatically- and may be appealed for credit
- **D:** Does not Earn Credit
- **F:** Failing Work (in most cases, the student will be asked to leave the program)
- **I:** Incomplete work (this will not revert to an F, but may stay on record until work is completed; can only be awarded if 50% of the course has been completed when grades are issued).

Attendance:

There is no formal attendance policy for the first seven weeks of class (the online, asynchronous portion). It is up to you to determine when you review course materials and when you complete assignments, keeping due dates in mind. You are required to attend all events (synchronous and in-person) the final week of class (the Week of May 5).

Approval Page for Modality Change

Approved by:



4/10/25

(Dean, Graduate School of Business)

(Date)

(Vice President for Research and Dean of the Graduate School)

(Date)

(Associate Provost, Division of Lifelong Learning)

(Date)

(Executive Vice President for Academic Affairs & Provost)

(Date)

Date: February 19, 2025

To: Dr. Diane Rowland, Dean of the College of Earth, Life, and Health Sciences

Re: Proposal to change degree requirements for the M.A. in Communication Sciences & Disorders

Dear Dean Rowland,

Earlier this month, the faculty in the Department of Communication Sciences & Disorders (CSD) voted to approve a change in degree requirements for the Master of Arts in CSD, i.e. the speech-language pathology (SLP) graduate program. The proposed change is to increase the credit hours for the clinical enrollments to better align with University policy and student effort for these enrollments.

Proposed change to degree requirements.

In the current curriculum for the M.A. in CSD, there are seven required clinical enrollments: CSD 683 *Clinic Seminar 1*, CSD 684 *Clinic Seminar 2*, and five enrollments of CSD 686 *Clinic Practicum*. Each of these seven enrollments is 1 credit except during one semester in which students enroll in CSD 686 *Clinic Practicum* for 2 credits.

Faculty voted to increase CSD 683, CSD 684, and the required CSD 686 SLP enrollments to 3 credits each. If approved, this will increase the clinical enrollments by 13 credit hours. Thus, the total credit hours required for degree completion will increase from 53 credits (current) to 66 credits (proposed).

	Current curriculum		Proposed curriculum	
	# semesters students enroll	# credits for each enrollment	# semesters students enroll	# credits for each enrollment
CSD 683: Clinic Seminar 1	1	1	1	3
CSD 684: Clinic Seminar 2	1	1	1	3
CSD 686: Clinic Practicum (not including elective offerings)	5	1 credit x4 + 2 credits x1	5	3 credits x5
	Total credits	8	Total credits	21

Motivation.

- The primary motivation to increase the credits for each of these enrollments is because the current number of credit hours does not reflect student effort and therefore is not in line with the policy for credit hours that is listed in the UMaine Graduate Catalog. Currently, CSD 683, 684, and 686 are 1-credit enrollments but students put in the time equivalent to a 3-credit enrollment or more. We cannot easily reduce the student effort given accreditation requirements from the Council on Academic Accreditation in Audiology and Speech-Language Pathology for students to have 400 clinical clock hours, so credits need to shift up rather than student effort shift down.
- An ancillary motivation is that 3-credit enrollments for these courses better reflect the teaching workload of the instructors.

Possible concerns addressed.

- *Total number of credits toward degree.* The current M.A. in CSD requirement for degree completion is 53 total credit hours and the proposed degree change will increase the requirement to 66 credit hours. One possible concern could be that increasing the number of credits puts the UMaine program out of line with other programs. However, this is not the case. Of the 15 accredited SLP graduate programs in New England, our current curriculum (53 credits) is the second lowest in the region. Currently 6 of the 15 programs (7 of 15 depending on applicant status) require 60+ credits and 4-5 of 15 require 66-69+ credits.
- *Tuition cost for students.* Because UMaine's in-state and NEBHE tuition rate per credit hour is significantly lower than other programs (3rd lowest of the 15 programs), cost of tuition with the proposed 66 credits still puts the UMaine SLP program cost in the lower third of the 15 programs for Maine, New England, and Canadian residents. For other non-resident students the tuition rate is competitive, so with 66 credits the UMaine SLP program cost is in the middle third of the New England programs. We are one of only two programs in New England that offers the NEBHE tuition break for New England residents.

In summary, the proposed change to the degree requirements for the M.A. in CSD is to increase the credit hours for the clinical enrollments so they align with student effort as well as University policy on credit hours. We anticipate that this change will set better expectations for students regarding the effort required for their clinical training and will more accurately reflect faculty teaching workloads. If the change is approved, the UMaine SLP graduate program will continue to be competitive in cost and total number of credit hours among programs in the New England region and beyond.

Thank you for your consideration of the proposed change to the degree requirements for the M.A. in CSD program.



Michelle Moore, Ph.D., CCC-SLP
Department Chair
Communication Sciences & Disorders
University of Maine



Jessica Salley Riccardi, Ph.D., CCC-SLP
Graduate Program Coordinator
Communication Sciences & Disorders
University of Maine

Signatory page for the proposed change to the M.A. in CSD degree requirements.

The undersigned acknowledge their review and approval of the proposed change to the degree requirements for the Master of Arts in Communication Sciences & Disorders (CSD) program, as outlined in the proposal on February 19, 2025 to increase the credit hours for clinical enrollments.



Michelle W. Moore, Ph.D.

Department Chair of Communication Sciences & Disorders



Diane L. Rowland, Ph.D.

Dean of the College of Earth, Life, and Health Sciences

Kody Varahramyan, Ph.D.

Vice President for Research and Dean of the Graduate School

John Volin, Ph.D.

Executive Vice President for Academic Affairs and Provost

MA in CSD_Change in Degree Requirements Proposal_02-19-2025 with signatory page

Final Audit Report

2025-03-10

Created:	2025-03-10
By:	Adam Kirkland (adam.kirkland@maine.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAdi_xjP1FqzhUrg6yY4e83qUvHjMYR5FQ

"MA in CSD_Change in Degree Requirements Proposal_02-19-2025 with signatory page" History



Document created by Adam Kirkland (adam.kirkland@maine.edu)

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Document emailed to Diane Rowland (diane.rowland@maine.edu) for signature

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Email viewed by Diane Rowland (diane.rowland@maine.edu)

2025-03-10 - 7:43:08 PM GMT



Document e-signed by Diane Rowland (diane.rowland@maine.edu)

Signature Date: 2025-03-10 - 7:43:19 PM GMT - Time Source: server



Agreement completed.

2025-03-10 - 7:43:19 PM GMT



Adobe Acrobat Sign

Statement of Intent to Plan

Title: MEd in Library and Media Studies

School/Department: School of Learning and Teaching

College: Education and Human Development

Program Lead/Coordinator: Dr. Donna Karno

- A. General Objective of the proposal and how it supports the mission of the university.

The Collaborative Instructional Technology program currently includes two Library and Media Specialist Certificates: a) the Library and Media Specialist Certificate which is 15 credits and leads to a conditional 071 (Library and Media Specialist) endorsement, and b) the Advanced Library and Media Specialist Certificate is 9 credits and leads to a full 071 endorsement when “stacked” with the 15 credit Library and Media Specialist Certificate for certified teachers. In Maine these two certificates are the only way Maine librarians (with a teaching certificate) can attain a full 071 endorsement. We are proposing to design a 33 credit Library and Media Studies MEd to replace the current two certificate pathway.

- The MEd will allow students the opportunity to attain a graduate degree instead of two certificates
- The MEd will offer a greater opportunities for leadership roles in Maine libraries - both inside and outside of PK-12 environments
- The current system of two certificates creates a situation in which our students must undergo transcript analysis for the 071. If UMaine offered a MEd, the LMS MEd could become an approved program for the 071. This is a significant advantage for our students and for the university.

- B. Evidence of need supported by market analysis

- The MDOE has identified that the number of librarians with either a conditional or full 071 is approximately the same as those working in the field. For many endorsements there are more individuals with the endorsement than working in the field
- According to a Burning Glass analysis, employment prospects in Maine for Library and Media Specialists are expected to grow in the next ten years.
- Currently an MEd in Library and Media Studies does not exist in Maine.

C. Involvement of Universities with Similar Programming

University of Maine at Augusta offers an Associate's degree in Information and Library Science - the only UMS university that offers Library Science undergraduate degrees. UMA will be involved in the LMS MEd degree in a partnership that shares faculty, knowledge specialization, and other opportunities that arise.

D. Extent of Support Presently Available and/or New Costs Required.

The Collaborative Instructional Technology Program has a budget that covers Instruction, administrative specialist cost, advising, program coordinator cost, and other costs such as marketing.

E. Timeline

Spring 2025 Intent to Plan Submitted
Early Spring 2026 full Proposal Submitted
Fall 2026 Approval Process
Spring 2027 Added to Program Inventory
Fall 2027 Admission of First Students