

CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on January 12, 2016 and recommends the following courses to the Graduate Board for approval at its February 25, 2016 meeting.

New Courses:

SFR 593 Sustainable Tourism Planning

Modifications:

FSN 510 Trace Minerals

FSN 584 Lipids, Diet and Cardiovascular Disease

FSN 585 Sensory Evaluation I

The Graduate School



5775 Stodder Hall, Room 42
Orono, Maine 04469-5775
Tel: 207.581.3291
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umaine.edu/graduate

January 8, 2016

To: Curriculum Committee:
Scott Delcourt
Ali Abedi
Pat Burnes
Deborah Rooks-Ellis
Grant Miles
Xuan Chen
Deborah Rollins
Matthew Biddle

Fr: Jessica Ouellette, Administrative Support Supervisor

Re: Curriculum Committee, January 12th, 2015 Stodder Hall, Room #48

The following courses will be presented on **Tuesday, January 12th at 1:00 p.m.** in the Graduate School's Conference Room, 48 Stodder Hall.

1. 1:10- 1:20 SFR 593
Michael Day
2. 1:20-1:25 FSN 510
No presentation
3. 1:25-1:30 FSN 584
No presentation
4. 1:30-1:40 FSN 585
Mary Camire- telephone conference call

DEC 08 2015
GRADUATE SCHOOL



NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
FOR GRADUATE COURSES

GRADUATE PROGRAM/UNIT Forest Resources
 COURSE DESIGNATOR SFR COURSE NUMBER 593 EFFECTIVE SEMESTER Spring 2016
 COURSE TITLE Sustainable Tourism Planning

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- New Course
- New Course with Electronic Learning¹
- Experimental

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

- Designator Change
- Prerequisite Change
- Other (specify) _____
- Number Change
- Credit Change
- Title Change
- Cross Listing (must be at least 400-level)²
- Description Change
- Addition of Electronic Learning Component¹

ELIMINATION:

- Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s) <i>[Signature]</i>	27 Oct 15	SMS
College(s) Curriculum Committee Chair(s) (if applicable) Michael Day SFR Grad Coll.	27 Oct 15	<i>[Signature]</i>
College Dean(s) Edward N. Ashworth	12/8/15	ENA
Graduate School		

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
 2. 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):

SFR 593 Sustainable Tourism Planning
Number of credit hours: 3 credits
Prerequisites: SFR 150 or permission.

Principles and practices of planning for sustainable tourism destinations. This course provides a basis for a tourism destination service learning project involving natural and cultural attractions. The project will include developing, facilitating, evaluating, and documenting the tourism destination planning process. Specific topics include tourism potential evaluation, tourism sociocultural and environmental impacts, community-based tourism planning, tourism regional and site planning, and strategic tourism planning. Because of overlap SFR 493 and SFR 593 cannot both be taken for degree credit. The course requires field trips within and outside of scheduled class periods.

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:

Gunn, C. and T. Var. 2002. Tourism planning, Basics, concepts, cases. 4th. ed. Routledge, New York. 443pp.

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

Sandra De Urloste-Stone, Assistant Professor of Nature Based Tourism, 60% teaching.

Reason for new course:

No graduate course is currently offered for students interested in tourism studies, nor to develop skills in destination planning. Cross-listed with SFR493 (graduate students will be required to submit an additional project)

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.

N/A

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 year. No overload salary payments will be required.

SFR 593 Sustainable Tourism Planning

1. Course information

Course description: Principles and practices of planning for sustainable tourism destinations. The course provides a basis for a tourism destination service learning project involving natural and cultural attractions. The project will involve developing, facilitating, evaluating, and documenting the tourism destination planning process. Specific topics include tourism potential evaluation, tourism sociocultural and environmental impacts, community-based tourism planning, tourism regional and site planning, and strategic tourism planning. The course requires field trips within and outside of scheduled class periods.

Number of credit hours: 3 credits

2. Faculty Information

Name: Sandra De Urioste-Stone

Phone number: (207) 581-2885

Fax number: (207) 581-2875

E-mail address: sandra.de@maine.edu

Where students may leave physical messages: Nutting Hall 237

Office hours: M & F 11:00am – 1:00 pm

3. Instructional Materials and Methods

Required Textbook Title

Gunn, C. and T. Var. (2002). *Tourism planning. Basics, concepts, cases*. 4th. ed. Routledge, New York. 443pp.

List of References and Reserve Materials

Additional readings are included as PDF files on blackboard.

Butler, R.W. (1980). The concept of a tourist area cycle of evolution: Implications for management of resources. *Canadian Geographer*, 24(1): 5-12.

The following readings can be accessed electronically using the Fogler library's website (ebook).

Becken, S. & Hay, J.E. (2007). *Tourism and climate change: risks and opportunities*. Bristol, UK: Channel View Publications.

Brooks, M. (2002). *Planning theory for practitioners*. Chicago, IL: American Planning Association.

Mason, P. (2008). *Tourism impacts, planning and management*. 2nd ed. Burlington, MA: Routledge.

4. Student Learning Outcomes

Course Learning Outcomes

By successfully completing this course, each student should be able to:

1. Describe origins and evolution of sustainable tourism.
2. Define and analyze diverse sustainable tourism market segments.
3. Understand and analyze the socio-cultural, environmental, and economic impacts of tourism.
4. Understand and analyze sustainable tourism planning models.
5. Demonstrate competence in professional conduct and communication skills in development of a sustainable tourism development plan.
6. Identify sustainable tourism trends and challenges.
7. Develop critical thinking, contrasting theory and data generated in the field for supporting the planning process.
8. Organize a sustainable tourism destination plan that identifies and fully develops ideas.
9. Demonstrate professional writing skills including organization of ideas, use of proper mechanics and style, and clarity of expression.

5. Assessment and Evaluation

The assignments and assessment methods for this course will be used to measure students understanding of the topics covered, and their ability to communicate that understanding verbally and through writing. Assignments will also provide additional opportunities for learning about and synthesizing the topics in this course. It is a writing intensive course.

Class time will be spent discussing readings from the required texts, supplemental articles, and other topics introduced by the instructor or students. There will be homework and review of work nearly each week to ensure students are keeping up with the readings and the belief that this will assist you in participating in class discussions.

Explanation of assignments

Assignments: all written assignments should be professionally presented according to instructions listed below. **All assignments are due at the beginning of class.** Late assignments (those turned in after the first ten minutes of class on the due date) will be accepted but will receive a deduction of one letter grade for each day (or portion thereof) the assignment is late.

- 1) *In-class exercises, and quizzes*
- 2) *Home Assignments*

- 3) *Pair report and presentation (due week 8)*: students will research about a specific market segment. Pairs will draft a six-page (double-spaced) summary about the segment, and give a ten-minute oral presentation (in a format of their choosing; it does not have to be PPT). Detailed instructions are posted on blackboard.
- 4) *Group report*: students will conduct a sustainable tourism development plan. Students will draft a tourism plan (including maps, objectives, attractions, services, and strategies), and give a twenty-minute oral presentation. Detailed instructions are posted on blackboard. Development of the plan will require turning in draft sections using the following schedule:
- Week 3: Destination description
 Week 5: Identification of key stakeholders
 Week 8: Identification and review of community tourism plan
 Week 9: Analysis of potential impacts, apply TALC model to destination
 Week 10: Attraction rankings
 Week 11: SWOT analysis, vision and goals
 Week 12: Market segments and priorities
 Week 13: Action plan worksheet
 Week 14: Presentations, assemble final report
- 5) The Sustainable tourism development plan will involve the use of a community in Maine, and your group is expected to give the community contacts your final report and a presentation. The reaction of the community to your report will be helpful in assessing how well you achieved the goals of developing a useful plan.

Assessment

ACTIVITY	PERCENTAGE
Class attendance and participation	10%
In-class exercises, and quizzes	5%
Home assignments	5%
Exams 1 and 2	10%
Pair report (5%) and presentation (5%)	10%
Group report draft sections	15%
Graduate student project	10
Final Group report (15%) and presentation (10%)	25%

A: 94-100%	B-: 80-82%	D+: 67-69%
A-: 90-93%	C+: 77-79%	D: 64-66%
B+: 87-89%	C: 74-76%	D-: 60-63%
B: 84-86%	C-: 70-73%	F <60%

6. Course Organization and Policies

- a. Assignments: Are expected to be professionally presented according to the following guidelines:
- Type all papers, strictly following the content and length requirements for that assignment.
 - Double space all papers unless the assignment instructions specifically state otherwise.
 - Indent each paragraph.
 - Use one-inch margins.
 - Use 12-point font.
 - The first page should include your name, the date, name of the assignments, and the course.
 - Spell-check and proofread your papers. Spelling and grammar, as well as content will be considered in assigning grades. Any paper containing a spelling error that would be caught by the spell-check function of MSWord will receive a one-letter grade deduction.
 - Multiple page assignments must be stapled, double-sided (preferably).
 - Home assignments can be revised and submitted for a revised grade.
 - Comments on drafts for the sustainable tourism development plan must be addressed in the Final Group Report.
- b. Quizzes: May be given several times during the semester. They must be taken during the day and time they are proctored. Make up quizzes will not be given.
- c. Two examinations will be given during the semester; they must be taken during the day and time they are proctored.
- d. Classroom etiquette: Is expected, and includes: attending regularly and on-time to classes; being prepared--having done the required reading & other assignments for each lecture; contributing knowledge and effort when working in small groups; volunteering answers to questions and making self-initiated opportunities for learning; being supportive of other people in class ("criticize ideas not people"); being respectful to your classmates (not reading materials from other course, chatting, texting, etc.).
- e. 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."

- f. Disability support services: "If you have a disability for which you may be requesting an accommodation, please contact Disability Services, 121 East Annex, 581-2319, as early as possible in the term."
- g. Course Schedule Disclaimer (Disruption Clause): "In the event of an extended disruption of normal classroom activities, 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."

For detailed information, please read the SFR's Professional Guidelines and Expectations at:

<http://forest.umaine.edu/files/2009/05/Professional-Guidelines-and-Expectations-for-SFR-Jan-2012.pdf>

7. 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 or teaching assistant 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 or teaching assistant 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: 207-5811392 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/>

8. Journals that may be useful related to biodiversity conservation and protected areas

Annals of Tourism Research
Applied Geography
Current Issues in Tourism
International Journal of Tourism Research
Journal of Ecotourism
Journal of Outdoor Recreation and Tourism
Journal of Sustainable Tourism
Journal of Travel Research
Landscape Architecture
Society and Natural Resources: An International Journal
The Canadian Geographer
Tourism Analysis
Tourism Geographies
Tourism Management
Tourism Planning and Development

9. Outline

Week	Topics	Reading	Assignments
1	Introduction to the course-- The growth of tourism & tourism development		Due: Definitions on sustainable tourism Due: Maine tourism regions
2	Introduction to planning and planning approaches Introduction to Tourism Planning	Brooks, Ch. 2 Gunn & Var, Ch. 1	
3	Tourism as a System Tourism Growth and Sustainability	Gunn & Var, Ch. 2 Gunn & Var, Ch. 3	Due: Destination description (potential project) Due: Tourism system in destination
4	Tourism Regional Planning	Gunn & Var, Ch. 5 Gunn & Var, Ch. 6	
5	Destination-based Tourism Planning	Gunn & Var, Ch. 7 Gunn & Var, Ch. 8	Due: Identification of key stakeholders Due: Description of tourism planning approach
6	Exam 1 Impacts of Tourism: Economic	Ch 4 Mason	Exam 1: covers first 6 weeks Due: Article summary: economic impacts of tourism
7	Impacts of Tourism: Socio-cultural Impacts of Tourism: Environmental	Ch 5 Mason Ch. 6 Mason	Due: Article summary: sociocultural impacts of tourism Due: Article summary: environmental impacts of tourism

8 & 9	Spring break		
10	Integrate economic, socio-cultural and environmental impacts Market Segments		<u>Due:</u> Identification and review of community tourism plan <u>Due:</u> Pair report and student presentations
11	TALC Model Site Planning	Butler Gunn and Var, Ch. 9-10	<u>Due:</u> Analysis of potential impacts <u>Due:</u> Apply TALC model to destination
12	Exam 2 Situational Analysis	Ch. 5 Economic Planning Group of Canada	<u>Exam 2:</u> covers all information since last exam <u>Due:</u> Attraction ranking
13	Strategic Planning Market and Development Priorities	Ch.6 Economic Planning Ch. 7 Economic Planning	<u>Due:</u> SWOT analysis <u>Due:</u> Vision and goals
14	Tourism Plan	Ch. 8 & 9 Economic Planning	<u>Due:</u> Market segments and priorities <u>Due:</u> Summary Market and Product Priorities
15	Tourism planning for sustainability Group work	Ch 17 Mason	<u>Due:</u> Action plan worksheet
16	Tourism and climate change Future of tourism planning and management	Becken & Hart, Ch. 5	<u>Student presentations</u>

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NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM for Graduate Courses

GRADUATE PROGRAM/UNIT

COURSE DESIGNATOR COURSE NUMBER EFF. SEMESTER

COURSE TITLE

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- New Course
- New Course with Electronic Learning Component¹
- 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)²
- Addition of Electronic Learning Component¹
- Other (specify) _____

ELIMINATION:

- Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s)		
<input type="text" value="M. Susan Erich / SFA"/>	<input type="text" value="12-11-15"/>	<input type="text" value="MSE"/>
College(s) Curriculum Committee Chair(s) [if applicable]		
<input type="text"/>	<input type="text"/>	
College Dean(s)		
<input type="text" value="E N Ashworth"/>	<input type="text" value="12/14/15"/>	<input type="text" value="EAO"/>
Dean and Associate Provost for Graduate Studies		
<input type="text"/>	<input type="text"/>	

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.

2. Courses cross-listed below 400-level require the permission of the Dean and Associate Provost for Graduate Studies.

SECTION 1 (FOR NEW COURSE PROPOSALS):

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

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 Independent Study
 Laboratory Lecture/Seminar Recitation Research Studio Thesis

Text(s) planned for use:

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

Reason for new 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.

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?

SECTION 2 (FOR COURSE MODIFICATIONS)

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

FSN 510 - Trace Minerals

A study of trace mineral metabolism with special emphasis on digestion and absorption. Covers excretion, storage and homeostatic mechanisms and the interactions of trace minerals to other dietary inorganic and organic components. Emphasis on clinical conditions.

Prerequisites & Notes

FSN 410 and BIO 377 or permission.
Credits: 3

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

FSN 510 - Trace Minerals

A study of trace mineral metabolism with special emphasis on digestion and absorption. Covers excretion, storage and homeostatic mechanisms and the interactions of trace minerals to other dietary inorganic and organic components. Emphasis on clinical conditions.

Prerequisites & Notes

FSN 410 and NUR 303 or permission.

Credits: 3

Reason for course modification:

One of the prerequisites, BIO 377, is not one of our undergraduate requirements any longer. So NUR 303 will become the new prerequisite along with FSN 410, already a prerequisite.

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination

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NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM for Graduate Courses

GRADUATE PROGRAM/UNIT

COURSE DESIGNATOR COURSE NUMBER EFF. SEMESTER

COURSE TITLE

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- New Course
- New Course with Electronic Learning Component¹
- 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)²
- Addition of Electronic Learning Component¹
- Other (specify) _____

ELIMINATION:

- Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s) <input type="text" value="M. Susan Erich / SFA"/>	<input type="text" value="12-11-15"/>	<input type="text" value="MSE"/>
College(s) Curriculum Committee Chair(s) [if applicable] <input type="text"/>	<input type="text"/>	<input type="text"/>
College Dean(s) <input type="text" value="EM Ashworth"/>	<input type="text" value="12/14/15"/>	<input type="text" value="EM"/>
Dean and Associate Provost for Graduate Studies <input type="text"/>	<input type="text"/>	<input type="text"/>

- If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
- Courses cross-listed below 400-level require the permission of the Dean and Associate Provost for Graduate Studies.

SECTION 1 (FOR NEW COURSE PROPOSALS):

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

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 Independent Study
 Laboratory Lecture/Seminar Recitation Research Studio Thesis

Text(s) planned for use:

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

Reason for new 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.

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?

SECTION 2 (FOR COURSE MODIFICATIONS)

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

FSN 584 - Lipids, Diet and Cardiovascular Disease

Lipid and lipoprotein metabolism and its relation to atherosclerosis. An in-depth study on the epidemiology, pathophysiology, etiology and mechanisms of atherosclerosis initiation and progression and genetic aspects of the disease. Clinical and basic research advances on the role of diet and dietary lipids on prevention and treatment of Cardiovascular Disease.

Prerequisites & Notes
FSN 410 and BIO 377.
Credits: 3

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

FSN 584 - Lipids, Diet and Cardiovascular Disease

Lipid and lipoprotein metabolism and its relation to atherosclerosis. An in-depth study on the epidemiology, pathophysiology, etiology and mechanisms of atherosclerosis initiation and progression and genetic aspects of the disease. Clinical and basic research advances on the role of diet and dietary lipids on prevention and treatment of Cardiovascular Disease.

Prerequisites & Notes

FSN 410 and NUR 303.

Credits: 3

Reason for course modification:

One of the prerequisites, BIO 377 is not one of our undergraduate prerequisites any longer. So NUR 303 will become the new prerequisite along with FSN 410, already a prerequisite.

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination

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GRADUATE SCHOOL



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
FOR GRADUATE COURSES**

GRADUATE PROGRAM/UNIT Food Sci. & Human Nutr./ School of Food & Agric.
 COURSE DESIGNATOR FSN COURSE NUMBER 585 EFFECTIVE SEMESTER Spring 2017
 COURSE TITLE Sensory Evaluation I

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- New Course
- New Course with Electronic Learning¹
- Experimental

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

- Designator Change
- Prerequisite Change
- Other (specify) _____
- Number Change
- Credit Change
- Title Change
- Cross Listing (must be at least 400-level)²
- Description Change
- Addition of Electronic Learning Component¹

ELIMINATION:

- Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s) Susan Erlich	12-9-2015	MSE
College(s) Curriculum Committee Chair(s) (if applicable)		
College Dean(s) George Criner / E. Ashworth	12-17-15	GC
Graduate School Scott Delcourt		

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
 2. 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):

FSN 585 - Sensory Evaluation I

Sensory perception and difference and acceptance testing. Lec 2 Lab 2.

Prerequisites & Notes

FSN 330, MAT 232 and PSY 100 or permission.

Credits: 3

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

FSN 585 - Sensory Evaluation I

Introduction to sensory evaluation practices including difference and affective testing. Additional research experience outside of class may be required. Blackboard lectures. Lec 2 Lab 2.

Prerequisites & Notes

FSN 330, MAT 232 and PSY 100 or permission.

Credits: 3

Reason for course modification:

Harsh weather often made travel conditions unsafe for commuter students, who were frequently late to class due to travel delays. In the spring of 2015 I successfully piloted a flipped classroom approach that students enjoyed. Lectures were placed on Blackboard and during recitation, the students worked on problem-solving in pairs or small groups. Therefore, the class modifications are the addition of web-based lectures and addition of a recitation session on campus, and a small change in the course description. Undergraduate student performance on key outcomes improved as a result of in-class practice. The students participate in sponsored research projects to build skills in team work, test design, execution, and analysis.

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination

Please return the completed form with appropriate signatures and documentation to the Graduate School.
5775 Stodder Hall, Room 42
Orono, Maine 04469-5775

Course Proposal Guidelines available at <http://umaine.edu/graduate/system/files/files/CourseGuidelines.pdf>

FSN 585 Sensory Evaluation I

Lecture: On-line via Blackboard

Laboratory: Tuesdays 11:00-1:00, or Wednesday 11:00-1:00, Hitchner 159

Recitation: Thursdays 11:00-12:15 Hitchner 147

Attendance in class is expected unless you are ill. Please email Dr. Camire in advance of class if you have transportation or other problems that prevent you from attending class. Please do not come to class late. Cell phones should not be used during class for calls, texts, or email.

Faculty: Dr. Mary Ellen Camire, 105 Hitchner Hall. Phone: 581-1627; fax: 581-1636; email: Mary.Camire@umit.maine.edu. Office Hours- Wednesdays 2-3 p.m., or by appointment.

Safety training: Michael Murphy, Pilot Plant. Phone 581-3139; email: michael.g.murphy@maine.edu

Required Textbook: *Sensory Evaluation Techniques*, 5th ed. by Meilgaard, Civille & Carr. The authors have kindly arranged for a substantial price discount for class use. Other editions of the book cannot be used. Each student must have a copy of the book to use during recitations sessions. Additional readings will be placed on the class Blackboard site.

Course Website: Class material will be available on Blackboard starting the week before classes begin. Please go to <https://www.courses.maine.edu>. The login ID and password is the same information that you use for Peoplesoft/Mainestreet.

Course learning objectives:

- Understand the basic principles of sensory evaluation.
- Learn SIMS and SYSTAT software programs to statistically analyze data and solve practical problems.
- Apply knowledge to solve quality assurance and product development situations and problems.
- Develop skills working with others to accomplish mutual goals on a realistic timeline.
- Create reports that not only identify problems and report test results, but that make thoughtful recommendations for future actions.
- Appreciate the legal and moral aspects of testing human subjects and working with proprietary information.
- Utilize technical information to prepare oral and written reports.

Personal expectations:

Please wear a clean labcoat when you are working on tests. Labcoats will not be provided for you. Please do not wear perfume, cologne, body spray or other fragranced products, or come to class directly from vigorous exercise without showering first. Students wearing fragranced products or who have strong body odor will be asked to leave class. Please do not consume coffee or food within an hour of class time when we are having demonstration exercises or sensory tests. If you smoke, please refrain from smoking for at least 180 minutes before a demonstration or test because the smoke may cling to your body and clothing. Students are expected to evaluate foods during class exercises. If you have any food allergies or dislikes, please inform Dr. Camire no later than the second week of classes. Shellfish, pork and wheat will not be served during class exercises.

Please do not text, email or use your cell phone during class. Students who do not respect this policy will be asked to leave the classroom and subsequently miss in-class assignments.

Disabilities (ADA) Statement: If you have a disability for which you may be requesting an accommodation, please contact Disabilities Services, 121 East Annex, 581-2319, as early as possible in the term.

Academic Integrity: Academic dishonesty includes cheating, plagiarism and all forms of misrepresentation in academic work, and is unacceptable at The University of Maine. As printed in the University of Maine's undergraduate "Student Handbook," plagiarism (the submission of another's work without appropriate attribution) and cheating are violations of The University of Maine Student Conduct Code.

Asking another person for help answering an assessment question or completing a report is not permitted.

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 assessments:

	points
2 exams @ 100 points each	200
5 in-class assignments (@20 points each)	100
difference test report	25
interval scale analysis using SYSTAT	30
set up of hedonic test on SIMS (in-class assignment)	25
Group project	100
work for a minimum of 2 hours on 1 sensory test outside of class (but not your own thesis) *	20
Total points	500

*Please note that most research is federally-funded and thus requires RCR training. These tests will be scheduled on different days and at different times so that you will not have class conflicts. CTC tests are generally not done on Mondays and Fridays so please inform us of times that you are unable to work on Tuesdays, Wednesdays and Thursdays. We normally run tests between 10 and 2, but late afternoon/early evening sessions may also be used. This assessment should be completed by April 1.

Specific instructions for assignments and reports will be posted on Blackboard.

Grading (based on total points earned)

A	≥470	C	≥370
A-	≥450	C-	≥350
B+	≥435	D+	≥335
B	≥420	D	≥320
B-	≥400	D-	≥300
C+	≥385	F	<300

Please note that the class schedule is subject to change due to changes in sensory testing schedules, health emergencies, and availability of guest speakers. Any changes will be posted both on First Class and Blackboard. Please view the lectures and complete assigned readings prior to the recitation and laboratory associated with each lecture topic.

Lecture Schedule:

Week	Topic	Reading
1	Introduction to sensory techniques Protection of human subjects and report preparation	Ch. 1, 16 Blackboard (BB) readings
2	Sensory perception and attributes Sensory testing controls	Ch. 2 Ch. 3
3	Factors influencing sensory verdicts Measuring responses	Ch. 4 Ch. 5
4	Overall difference tests	Ch. 6
5	Attribute difference tests	Ch. 7
6	Basic statistical methods	Ch. 13
7	Using SYSTAT for sensory data analysis	BB readings
8	Affective tests: qualitative methods	Ch.12, BB readings
9	Affective tests: quantitative methods	Ch. 12, BB readings
10	Questionnaire considerations	BB readings
11	Marketing research and using the Internet for consumer research	Ch. 12, BB readings
12	Overview of descriptive analysis	Ch. 10
13	Deciding which test to perform	Ch. 15
14	Review	

Recitation Schedule

Week	Subject	Graded Activity	Points
1	Class requirements		
2	IRB applications and reports		
3	Biases that may affect sensory judgments, data types		
4	Set-up and interpretation of overall difference tests	Analysis of overall difference tests	20
5	Attribute difference tests	Worksheet for overall difference test	20
6	Statistics	SYSTAT assignment due 3/19 in Blackboard	30
7	Exam 1	Examination 1	100
8	Qualitative affective tests		
9	Preference test design and analysis	Preference test interpretation	20
10	Hedonic tests and questionnaire issues		
11	Market research		
12	Deciding which test to choose		
13	Group projects preparation		
14	Presentation of group reports; course evaluation	Group project written and oral report	100

Final exam during first week of May

Class Disruption Policy:

In the event of an extended disruption of normal classroom activities, 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. Please check your email weekly for any changes to the class schedule or location.

Laboratory Schedule

There will be two teams for both Tuesday and Wednesday labs. You cannot attend lab days for which you are not registered, so please make any schedule changes before January 19. No more than 12 students can be in one lab section due to equipment and space constraints. Lab groups within each day will be varied to provide more teamwork experience. Students may not select their work group partners.

Exercise	Tuesday lab week	Wednesday lab week	Other information	Points
Sensory lab safety training for students who have not been trained since Sept. 2014	1	1		
Taste recognition and biases in judgment	2	2	CITI human subjects training must be completed.	
Color scaling exercise; flavor tripping	3	3		
Hedonic test experience (Students are expected to be panelists for the team that they do not belong to, but do not have to be present for entire lab session.)	4, Team 1 5, Team 2	4, Team 3 5, Team 4	Lab coat & hair coverage needed. Students without human subjects or RCR training will not be allowed to participate.	
Triangle test execution Two teams will set up and execute triangle sets in each session using classmates and staff as panelists.	6	6	Lab coat & hair coverage needed. Teams will be graded for correct test design, execution and analysis.	20
Setting up triangle and tetrad tests in SIMS	7	7	Graded exercise: overall difference set up in SIMS during lab	20
Overall difference test using SIMS	8	8	Graded exercise- report required Individual test reports due 7 days after test completion. Students may not work together on reports.	25
Preference tests in SIMS	9	9		
Hedonic test	10	10		
Individual set up of hedonic test on SIMS	11	11	Correct ballot, experimental and test design and execution	25
Introduction to descriptive panels	12	12		
Group project	13	13	Work on project and report.	
Group project	14	14		

CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on March 22, 2016 and recommends the following courses to the Graduate Board for approval at its March 31, 2016 meeting.

New Courses:

SFR 528 Qualitative Data Analysis in Natural Resources
SFR 570 Cellulose Nanomaterials and their Composites

Modifications:

BUA 698 Independent Study
BUA 697 Field Experience in Accounting
BUA 695 MBA Internship
BUA 668 Electronic Commerce
BUA 653 Investment Management
BUA 652 Management of Financial Institutions
BUA 649 Management Policy
BUA 645 Selected Advanced Topics in Business Administration
BUA 641 Organizational Consulting
BUA 639 Contemporary Issues in International Business
BUA 626 Management of Contemporary organizations
BUA 620 Law, Business, and Society
BUA 608 Topics in Accounting
BUA 605 Creating and Capturing Value in the Digital Economy
BUA 601 Statistical Analysis and Modeling for Organizational Operations
BUA 596 International Field Study
BUA 561 Knowledge Management and Decision Support Systems
EDT 520 Digital Age Teaching and Learning Methods
EDT 540 Instructional Design and Project Management
FSN 512 Hazard Analysis Critical Control Points
FSN 530 Complementary Nutrition Practices

March 21, 2016

To: Curriculum Committee:
Scott Delcourt
Ali Abedi
Pat Burnes
Deborah Rooks-Ellis
Grant Miles
Xuan Chen
Deborah Rollins
Matthew Biddle

Fr: Erin Twitchell, Administrative Specialist

Re: **Curriculum Committee, March 22nd, 2016 Stodder Hall, Room #48**

The following courses will be presented on **Tuesday, March 22nd at 2 p.m.** in the Graduate School's Conference Room, 48 Stodder Hall.

1. 2:10-2:25 EDT 520/540

Johanna Prince by phone- [207-265-6724](tel:207-265-6724)

2. 2:25-2:30 ERL 547/548

Deborah Rooks-Ellis

3. 2:30-2:40 BUA 698, 697, 695, 668, 653, 652, 649, 645, 641, 639, 626, 620, 608,
605, 601, 596, and 561

Richard Borgman

4. 2:40-2:50 BREAK

5. 2:50-2:55 CIE 558

No Presentation

6. 2:55-3:00 FSN 512

No Presentation

7. 3:00-3:10 FSN 530

Mary Camire

8. 3:10-3:20 SFR 528

Sandra De Urioste-Stone

9. 3:20-3:30 SFR 570

Medhi Tajvidi

10. 3:30-3:40 CAN 599

Betsy Arntzen



NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

GRADUATE PROGRAM/UNIT MEd in Instructional Technology
COURSE DESIGNATOR EDT COURSE NUMBER 520 EFFECTIVE SEMESTER Summer 2016
COURSE TITLE Digital Age Teaching and Learning Methods

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component 1 to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- checkbox New Course
checkbox New Course with Electronic Learning 1
checkbox Experimental

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

- checkbox Designator Change
checkbox Prerequisite Change
checkbox Other (specify)
checkbox Number Change
checkbox Credit Change
checkbox Title Change
checkbox Cross Listing (must be at least 400-level) 2
checkbox Description Change
checkbox Addition of Electronic Learning Component 1

ELIMINATION:

- checkbox Course Elimination

Table with 3 columns: Endorsements (Print name), Date, Sign Initials. Rows include Leader (Johanna Prince), Curriculum Committee Chair(s) (Jonathan Shemwell), and College Dean(s).

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
2. 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):

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

- | | | | | |
|--|--|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory | <input type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

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

Reason for new 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.

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?

SECTION 2 (FOR COURSE MODIFICATIONS):

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

EDT 520
Methods of Teaching Computer Technology
Provides practical and understandable information about integrating technology in K-12 classrooms. Examines tool applications (WD, DB, SS and Telecommunications), multimedia and categories of software. Explores ways these support learning
3 credits

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

Digital Age Teaching and Learning Methods In this foundational course students will explore how digital tools allow for new models of teaching and learning. Students will engage in a critical review of how technology has been used, and explore current trends in educational settings. Students will discuss relevant theories of cognition, explore issues of access and equity, and consider how curriculum, instruction, and assessment might be designed with the support of technology. The learning environment for the course will model different engagement, instructional, and assessment strategies including readings, multiple modes of discussion and reflection, practical applications, design projects, and social networks.
3 credits

Reason for course modification:

The MEd in IT program is being revised and updated. We believe this new course description and title reflect the updated vision for the program, and the field of educational technology.

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination

Please return the completed form with appropriate signatures and documentation to the Graduate School.
5775 Stodder Hall, Room 42
Orono, Maine 04469-5775

Course Proposal Guidelines available at <http://umaine.edu/graduate/system/files/files/CourseGuidelines.pdf>



NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

GRADUATE PROGRAM/UNIT Med in Instructional Technology
COURSE DESIGNATOR EDT COURSE NUMBER 540 EFFECTIVE SEMESTER Summer 2016
COURSE TITLE Instructional Design and Project Management

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component 1 to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- checkbox New Course
checkbox New Course with Electronic Learning 1
checkbox Experimental

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

- checkbox Designator Change
checkbox Prerequisite Change
checkbox Other (specify)
checkbox Number Change
checkbox Credit Change
checkbox Title Change
checkbox Cross Listing (must be at least 400-level) 2
checkbox Description Change
checkbox Addition of Electronic Learning Component 1

ELIMINATION:

- checkbox Course Elimination

ENDORSEMENTS table with columns: (Print name), Date, Sign Initials. Includes entries for Johanna Prince, Jonathan Skowell, Deborah L. Rooks-Ellis, and College Dean(s).

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
2. 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):

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

- | | | | | |
|--|--|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory | <input type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

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

Reason for new 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.

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?

SECTION 2 (FOR COURSE MODIFICATIONS):

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

EDT 540, Principles of Instructional Design (required for students with a non-education degree) Principles of strategic and systematic design, implementation and evaluation of instruction with emphasis on integration of technology.

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

EDT 540 Instructional Design and Project Management
In this hands-on, project-based course, students will design and develop an authentic technology-based learning experience based in sound instructional design principles. Students will present several iterations of their designs to the class, participate in peer critiques, and continually improve their projects over the semester. As instructional designers work in a team, each student contributes to, and benefits from consulting with peers. They use their skills to help others and improve their own projects. Students will also explore additional instructional design frameworks and learning theories to improve fluency and flexible thinking while managing instructional design projects. This is a class that embraces creativity, active learning, social learning, and design thinking.

Reason for course modification:

The MEd in IT program is being revised and updated. We believe this new course description and title reflect the updated vision for the program, and the field of educational technology.

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination

Please return the completed form with appropriate signatures and documentation to the Graduate School.
5775 Stodder Hall, Room 42
Orono, Maine 04469-5775

Course Proposal Guidelines available at <http://umaine.edu/graduate/system/files/files/CourseGuidelines.pdf>



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
FOR GRADUATE COURSES**

GRADUATE PROGRAM/UNIT Business Administration
COURSE DESIGNATOR BUA COURSE NUMBER 596 EFFECTIVE SEMESTER Fall 2016
COURSE TITLE International Field Study

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- New Course
- New Course with Electronic Learning¹
- Experimental

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

- Designator Change
- Prerequisite Change
- Other (specify) _____
- Number Change
- Credit Change
- Title Change
- Cross Listing (must be at least 400-level)²
- Description Change
- Addition of Electronic Learning Component¹

ELIMINATION:

- Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s) <u>Richard Borgman</u>	<u>2-25-16</u>	<u>RIB</u>
College(s) Curriculum Committee Chair(s) [if applicable] <u>NA</u>		
College Dean(s) <u>Ivan Manev</u>	<u>2-26-16</u>	<u>IM</u>
Graduate School _____		

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
2. 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):

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

- | | | | | |
|--|--|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory | <input type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

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

Reason for new 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.

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?

SECTION 2 (FOR COURSE MODIFICATIONS):

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

Provides an opportunity to learn about foreign culture, to visit with foreign government and business officials, and to learn about business practices worldwide via a hands-on immersion experience. Course includes preparatory class work and a final report.

Prerequisites & Notes

permission, only open to graduate students or advanced undergraduates in the University of Maine Business School.

Credits: 3-4

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

Provides an opportunity to learn about foreign culture, to visit with foreign government and business officials, and to learn about business practices worldwide via a hands-on immersion experience. Course includes preparatory class work and a final report.

Prerequisites & Notes

Permission of the University of Maine Business School Office of Graduate Programs.

Credits: 3

Reason for course modification:

New prerequisite and credit requirements.

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
FOR GRADUATE COURSES**

GRADUATE PROGRAM/UNIT Business Administration
COURSE DESIGNATOR BUA COURSE NUMBER 561 EFFECTIVE SEMESTER Fall 2016
COURSE TITLE Knowledge Management and Decision Support Systems

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- New Course
- New Course with Electronic Learning¹
- Experimental

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

- Designator Change
- Prerequisite Change
- Other (specify) _____
- Number Change
- Credit Change
- Title Change
- Cross Listing (must be at least 400-level)²
- Description Change
- Addition of Electronic Learning Component¹

ELIMINATION:

- Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s) <u>Richard Borgman</u>	<u>2-25-16</u>	<u>RAB</u>
College(s) Curriculum Committee Chair(s) [if applicable] <u>NA</u>		
College Dean(s) <u>Ivan Manev</u>	<u>2-26-16</u>	<u>IM</u>
Graduate School _____		

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
2. 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):

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

- | | | | | |
|--|--|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory | <input type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

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

Reason for new 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.

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?

SECTION 2 (FOR COURSE MODIFICATIONS):

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

This course is designed to explore the dimensions of knowledge management that influence the competitive advantage of organizations. Major topics include the ability to harness intellectual capital for innovation, knowledge creation, sharing, storage and accessibility. Appropriate technologies will be used to apply these concepts.

Prerequisites & Notes

BUA 235 or equivalent, BUA 325 or equivalent, senior or graduate standing and permission of the University of Maine Business School. Credits: 3

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

This course is designed to explore the dimensions of knowledge management that influence the competitive advantage of organizations. Major topics include the ability to harness intellectual capital for innovation, knowledge creation, sharing, storage and accessibility. Appropriate technologies will be used to apply these concepts.

Prerequisites & Notes

Seniors or graduate students in good standing. Credits: 3

Reason for course modification:

New prerequisite requirements.

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination

[Empty box for Reason for Elimination]



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
FOR GRADUATE COURSES**

GRADUATE PROGRAM/UNIT Business Administration

COURSE DESIGNATOR BUA COURSE NUMBER 601 EFFECTIVE SEMESTER Fall 2016

COURSE TITLE Statistical Analysis and Modeling for Organizational Operations

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- New Course
- New Course with Electronic Learning¹
- Experimental

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

- Designator Change
- Prerequisite Change
- Other (specify) _____
- Number Change
- Credit Change
- Title Change
- Cross Listing (must be at least 400-level)²
- Description Change
- Addition of Electronic Learning Component¹

ELIMINATION:

- Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s) <u>Richard Borgman</u>	<u>2-25-16</u>	<u>RB</u>
College(s) Curriculum Committee Chair(s) [if applicable] <u>NA</u>		
College Dean(s) <u>Ivan Manev</u>	<u>2-26-16</u>	<u>IM</u>
Graduate School _____	_____	_____

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
2. 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):

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

- | | | | | |
|--|--|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory | <input type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

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

Reason for new 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.

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?

SECTION 2 (FOR COURSE MODIFICATIONS):

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

Familiarizes the student with statistical data analysis and management science techniques as they support decision-making throughout an organization. The course integrates statistical analysis and modeling techniques into the study of processes that create value through the production of goods, services, and information.

Prerequisites & Notes

Must have graduate standing.

Credits: 3

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

Familiarizes the student with statistical data analysis and management science techniques as they support decision-making throughout an organization. The course integrates statistical analysis and modeling techniques into the study of processes that create value through the production of goods, services, and information.

Prerequisites & Notes

STS 215 or STS 232 or equivalent or previous statistics course approved by the MBA Director; MBA student or permission from Business School Office of Graduate Programs. Must be in a graduate degree or certificate program. Credits: 3

Reason for course modification:

New prerequisite requirements.

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
FOR GRADUATE COURSES**

GRADUATE PROGRAM/UNIT Business Administration

COURSE DESIGNATOR BUA COURSE NUMBER 605 EFFECTIVE SEMESTER Fall 2016

COURSE TITLE Creating & Capturing Value in the Digital Economy

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- New Course
- New Course with Electronic Learning¹
- Experimental

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

- Designator Change
- Prerequisite Change
- Other (specify) _____
- Number Change
- Credit Change
- Title Change
- Cross Listing (must be at least 400-level)²
- Description Change
- Addition of Electronic Learning Component¹

ELIMINATION:

- Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s) <u>Richard Borgman</u>	<u>7-25-16</u>	<u>RIB</u>
College(s) Curriculum Committee Chair(s) [if applicable] <u>NA</u>		
College Dean(s) <u>Ivan Manev</u>	<u>2-26-16</u>	<u>IM</u>
Graduate School _____		

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
2. 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):

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

- | | | | | |
|--|--|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory | <input type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

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

Reason for new 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.

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?

SECTION 2 (FOR COURSE MODIFICATIONS):

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

Represents an integration of concepts and principles from the Marketing and Management Information Science disciplines. The Internet is offering radical new ways of conducting business. This course presents students with concepts and information-based strategies for capturing and creating value in the new information-based economy by assimilating sound marketing strategies with information systems to create innovative processes and marketing practices.

Prerequisites & Notes

Must have graduate standing.

Credits: 3

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

Represents an integration of concepts and principles from the Marketing and Management Information Science disciplines. The Internet is offering radical new ways of conducting business. This course presents students with concepts and information-based strategies for capturing and creating value in the new information-based economy by assimilating sound marketing strategies with information systems to create innovative processes and marketing practices.

Prerequisites & Notes

BUA 270 or equivalent or Business School Graduate Marketing Tutorial; MBA student or permission from Business School Office of Graduate Programs. Must be in a graduate degree or certificate program. Credits: 3

Reason for course modification:

New prerequisite requirements.

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination



NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

GRADUATE PROGRAM/UNIT Business Administration

COURSE DESIGNATOR BUA COURSE NUMBER 608 EFFECTIVE SEMESTER Fall 2016

COURSE TITLE Topics in Accounting

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- New Course
- New Course with Electronic Learning¹
- Experimental

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

- Designator Change Prerequisite Change Other (specify) _____
- Number Change Credit Change
- Title Change Cross Listing (must be at least 400-level)²
- Description Change Addition of Electronic Learning Component¹

ELIMINATION:

- Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s) <u>Richard Borgman</u>	<u>2-25-16</u>	<u>RIB</u>
College(s) Curriculum Committee Chair(s) [if applicable] <u>NA</u>		
College Dean(s) <u>Ivan Manev</u>	<u>2-26-16</u>	<u>IM</u>
Graduate School _____	_____	_____

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.

2. 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):

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

- | | | | | |
|--|--|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory | <input type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

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

Reason for new 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.

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?

SECTION 2 (FOR COURSE MODIFICATIONS):

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

Course coverage varies. Recent courses have included readings in accounting history and theory, accounting research using the FASB's Codification to answer complex accounting issues presented in case studies and discussions of contemporary national and international accounting issues.

Prerequisites & Notes

BUA 301, BUA 302 or permission.

Credits: 3

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

Course coverage varies. Recent courses have included readings in accounting history and theory, accounting research using the FASB's Codification to answer complex accounting issues presented in case studies and discussions of contemporary national and international accounting issues.

Prerequisites & Notes

BUA 301 and BUA 302 or equivalents. Must be in a graduate degree or certificate program.

Credits: 3

Reason for course modification:

New prerequisite requirements.

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
FOR GRADUATE COURSES**

GRADUATE PROGRAM/UNIT Business Administration
COURSE DESIGNATOR BUA COURSE NUMBER 620 EFFECTIVE SEMESTER Fall 2016
COURSE TITLE Law, Business, and Society

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- New Course
- New Course with Electronic Learning¹
- Experimental

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

- Designator Change
- Prerequisite Change
- Other (specify) _____
- Number Change
- Credit Change
- Title Change
- Cross Listing (must be at least 400-level)²
- Description Change
- Addition of Electronic Learning Component¹

ELIMINATION:

- Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s) <u>Richard Borgman</u>	<u>2-25-18</u>	<u>RTB</u>
College(s) Curriculum Committee Chair(s) [if applicable] <u>NA</u>		
College Dean(s) <u>Ivan Manev</u>	<u>2-26-16</u>	<u>IM</u>
Graduate School _____	_____	_____

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
2. 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):

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

- | | | | | |
|--|--|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory | <input type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

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

Reason for new 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.

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?

SECTION 2 (FOR COURSE MODIFICATIONS):

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

Introduces managers to current U.S. laws and regulations that impact on the operations of business. Employs an interdisciplinary approach to the study of law, utilizing elements of political economy, international business, ethics, social responsibility and management theory.

Prerequisites & Notes

MBA or MSA student or permission of the university of Maine Business School; must have graduate standing.

Credits: 3

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

Introduces managers to current U.S. laws and regulations that impact on the operations of business. Employs an interdisciplinary approach to the study of law, utilizing elements of political economy, international business, ethics, social responsibility and management theory.

Prerequisites & Notes

MBA student or permission of the University of Maine Business School Office of Graduate Programs. Must be in a graduate degree or certificate program.

Credits: 3

Reason for course modification:

New prerequisite requirements.

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
FOR GRADUATE COURSES**

GRADUATE PROGRAM/UNIT Business Administration
COURSE DESIGNATOR BUA COURSE NUMBER 626 EFFECTIVE SEMESTER Fall 2016
COURSE TITLE Management of Contemporary Organizations

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- New Course
- New Course with Electronic Learning¹
- Experimental

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

- Designator Change
- Prerequisite Change
- Other (specify) _____
- Number Change
- Credit Change
- Title Change
- Cross Listing (must be at least 400-level)²
- Description Change
- Addition of Electronic Learning Component¹

ELIMINATION:

- Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s) <u>Richard Borgman</u>	<u>2-25-16</u>	<u>RHB</u>
College(s) Curriculum Committee Chair(s) [if applicable] <u>NA</u>		
College Dean(s) <u>Ivan Manev</u>	<u>2-26-16</u>	<u>IM</u>
Graduate School _____		

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
2. 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):

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

- | | | | | |
|--|--|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory | <input type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

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

Reason for new 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.

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?

SECTION 2 (FOR COURSE MODIFICATIONS):

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

Explores analytical perspectives to understand how individuals organize themselves in accomplishing organizational goals. Applies a managerial approach with a focus on real-life contemporary organizations. Topics include organizational structure and culture, teamwork and diversity, the organization and its environment.

Prerequisites & Notes

MAT 215 and BUA 325 or equivalents or Business School Graduate Tutorials in Management and Statistics; must have graduate standing.

Credits: 3

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

Explores analytical perspectives to understand how individuals organize themselves in accomplishing organizational goals. Applies a managerial approach with a focus on real-life contemporary organizations. Topics include organizational structure and culture, teamwork and diversity, the organization and its environment.

Prerequisites & Notes

BUA 325 or equivalent or Business School Graduate Management Tutorial; MBA student or permission from Business School Office of Graduate Programs. Must be in a graduate degree or certificate program.

Credits: 3

Reason for course modification:

New prerequisite requirements.

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
FOR GRADUATE COURSES**

GRADUATE PROGRAM/UNIT Business Administration
COURSE DESIGNATOR BUA COURSE NUMBER 639 EFFECTIVE SEMESTER Fall 2016
COURSE TITLE Contemporary Issues in International Business

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- New Course
- New Course with Electronic Learning¹
- Experimental

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

- Designator Change
- Prerequisite Change
- Other (specify) _____
- Number Change
- Credit Change
- Title Change
- Cross Listing (must be at least 400-level)²
- Description Change
- Addition of Electronic Learning Component¹

ELIMINATION:

- Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s) <u>Richard Borgman</u>	<u>2-26-15</u>	<u>RHB</u>
College(s) Curriculum Committee Chair(s) [if applicable] <u>NA</u>		
College Dean(s) <u>Ivan Manev</u>	<u>2-26-16</u>	<u>IM</u>
Graduate School		

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
2. 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):

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

- | | | | | |
|--|--|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory | <input type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

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

Reason for new 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.

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?

SECTION 2 (FOR COURSE MODIFICATIONS):

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

Discussion of international business policies, strategies, and operations with emphasis on the interplay between business and different cultural, economic, and political-legal environments.

Prerequisites & Notes

BUA 325 or equivalent or Business School Graduate Management Tutorial; must have graduate standing.

Credits: 3

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

Discussion of international business policies, strategies, and operations with emphasis on the interplay between business and different cultural, economic, and political-legal environments.

Prerequisites & Notes

BUA 325 or equivalent or Business School Graduate Management Tutorial. Must be in a graduate degree or certificate program.

Credits: 3

Reason for course modification:

New prerequisite requirements.

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
FOR GRADUATE COURSES**

GRADUATE PROGRAM/UNIT Business Administration
COURSE DESIGNATOR BUA COURSE NUMBER 641 EFFECTIVE SEMESTER Fall 2016
COURSE TITLE Organizational Consulting

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- New Course
- New Course with Electronic Learning¹
- Experimental

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

- Designator Change
- Prerequisite Change
- Other (specify) _____
- Number Change
- Credit Change
- Title Change
- Cross Listing (must be at least 400-level)²
- Description Change
- Addition of Electronic Learning Component¹

ELIMINATION:

- Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s) <u>Richard Borgman</u>	<u>2-25-16</u>	<u>RHB</u>
College(s) Curriculum Committee Chair(s) [if applicable] <u>NA</u>		
College Dean(s) <u>Ivan Manev</u>	<u>2-26-16</u>	<u>IM</u>
Graduate School _____		

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
2. 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):

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

- | | | | | |
|--|--|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory | <input type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

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

Reason for new 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.

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?

SECTION 2 (FOR COURSE MODIFICATIONS):

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

A field based course, providing consulting services to firms based in Maine and beyond. Demands skills in qualitative and quantitative analysis and in written and oral expression.

Prerequisites & Notes
Permission of the instructor.

Credits: 3-4

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

A field based course, providing consulting services to firms based in Maine and beyond. Demands skills in qualitative and quantitative analysis and in written and oral expression.

Prerequisites & Notes
Permission of the instructor. Must be in a graduate degree or certificate program.

Credits: 3

Reason for course modification:

New prerequisite requirements.

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
FOR GRADUATE COURSES**

GRADUATE PROGRAM/UNIT Business Administration

COURSE DESIGNATOR BUA COURSE NUMBER 645 EFFECTIVE SEMESTER Fall 2016

COURSE TITLE Selected Advanced Topics in Business Administration

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- New Course
- New Course with Electronic Learning¹
- Experimental

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

- Designator Change
- Prerequisite Change
- Other (specify) _____
- Number Change
- Credit Change
- Title Change
- Cross Listing (must be at least 400-level)²
- Description Change
- Addition of Electronic Learning Component¹

ELIMINATION:

- Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s)		
<u>Richard Borgman</u>	<u>2-25-16</u>	<u>RB</u>
College(s) Curriculum Committee Chair(s) [if applicable]		
<u>NA</u>		
College Dean(s)		
<u>Ivan Manev</u>	<u>2-26-16</u>	<u>IM</u>
Graduate School		
_____	_____	_____

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
2. 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):

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

- | | | | | |
|--|--|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory | <input type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

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

Reason for new 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.

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?

SECTION 2 (FOR COURSE MODIFICATIONS):

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

Advanced study in various aspects of functional areas of accounting, finance, management, marketing, and management information systems.

Prerequisites & Notes
permission.

Credits: 1-6

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

Advanced study in various aspects of functional areas of accounting, finance, management, marketing, and management information systems.

Prerequisites & Notes
MBA student or permission from Business School Office of Graduate Programs. Must be in a graduate degree or certificate program.

Credits: 1-3

Reason for course modification:

New prerequisite and credit requirements.

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
FOR GRADUATE COURSES**

GRADUATE PROGRAM/UNIT Business Administration
COURSE DESIGNATOR BUA COURSE NUMBER 649 EFFECTIVE SEMESTER Fall 2016
COURSE TITLE Management Policy

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- New Course
- New Course with Electronic Learning¹
- Experimental

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

- Designator Change
- Prerequisite Change
- Other (specify) _____
- Number Change
- Credit Change
- Title Change
- Cross Listing (must be at least 400-level)²
- Description Change
- Addition of Electronic Learning Component¹

ELIMINATION:

- Course Elimination

ENDORSEMENTS (Print name)

Date

Sign Initials

Leader, Initiating Department/Unit(s)

Richard Borgman

2-26-15

RHB

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

NA

College Dean(s)

Ivan Manev

2-26-16

IM

Graduate School

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
2. 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):

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

- | | | | | |
|--|--|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory | <input type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

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

Reason for new 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.

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?

SECTION 2 (FOR COURSE MODIFICATIONS):

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

Study of administrative practices at the strategic level of business management. Develops administrative competence in the formulation of business policy at the decision-making level through case study.

Prerequisites & Notes

BUA 605, BUA 651 and one additional 600-level BUA course; must have graduate standing.

Credits: 3

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

Study of administrative practices at the strategic level of business management. Develops administrative competence in the formulation of business policy at the decision-making level through case study.

Prerequisites & Notes

BUA 605, BUA 651 and one additional 600-level BUA course; MBA students only.

Credits: 3

Reason for course modification:

New prerequisite requirements.

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination

[Empty box for Reason for Elimination]



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
FOR GRADUATE COURSES**

GRADUATE PROGRAM/UNIT Business Administration
COURSE DESIGNATOR BUA COURSE NUMBER 652 EFFECTIVE SEMESTER Fall 2016
COURSE TITLE Management of Financial Institutions

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- New Course
- New Course with Electronic Learning¹
- Experimental

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

- Designator Change
- Prerequisite Change
- Other (specify) _____
- Number Change
- Credit Change
- Title Change
- Cross Listing (must be at least 400-level)²
- Description Change
- Addition of Electronic Learning Component¹

ELIMINATION:

- Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s) <u>Richard Borgman</u>	<u>2-25-16</u>	<u>RB</u>
College(s) Curriculum Committee Chair(s) [if applicable] <u>NA</u>		
College Dean(s) <u>Ivan Manev</u>	<u>2-26-16</u>	<u>IM</u>
Graduate School _____		

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.

2. 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):

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

- | | | | | |
|--|--|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory | <input type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

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

Reason for new 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.

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?

SECTION 2 (FOR COURSE MODIFICATIONS):

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

Approaches management of financial institutions through readings, cases and guest speakers. Emphasizes recognition, analysis and management of major risks faced by financial intermediaries in a global environment.

Prerequisites & Notes

BUA 350 or equivalent or Business School Graduate Finance Tutorial; must have graduate standing.

Credits: 3

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

Approaches management of financial institutions through readings, cases and guest speakers. Emphasizes recognition, analysis and management of major risks faced by financial intermediaries in a global environment.

Prerequisites & Notes

BUA 350 or equivalent or Business School Graduate Finance Tutorial; must be in a graduate degree or certificate program.

Credits: 3

Reason for course modification:

New prerequisite requirements.

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
FOR GRADUATE COURSES**

GRADUATE PROGRAM/UNIT Business Administration
COURSE DESIGNATOR BUA COURSE NUMBER 653 EFFECTIVE SEMESTER Fall 2016
COURSE TITLE Investment Management

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- New Course
 New Course with Electronic Learning¹
 Experimental

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

- Designator Change Prerequisite Change Other (specify) _____
 Number Change Credit Change
 Title Change Cross Listing (must be at least 400-level)²
 Description Change Addition of Electronic Learning Component¹

ELIMINATION:

- Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s) <u>Richard Borgman</u>	<u>2-25-16</u>	<u>RB</u>
College(s) Curriculum Committee Chair(s) [if applicable] <u>NA</u>		
College Dean(s) <u>Ivan Manev</u>	<u>2-26-16</u>	<u>IM</u>
Graduate School		

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
2. 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):

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

- | | | | | |
|--|--|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory | <input type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

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

Reason for new 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.

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?

SECTION 2 (FOR COURSE MODIFICATIONS):

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

Analysis and valuation procedures to determine the investment quality of specific securities. Sets criteria for formulation of a sound investment policy and selection of investment media to implement it. Develops techniques of portfolio management and periodic reappraisal.

Prerequisites & Notes

BUA 350 or equivalent or Business School Graduate Finance Tutorial; must have graduate standing.

Credits: 3

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

Analysis and valuation procedures to determine the investment quality of specific securities. Sets criteria for formulation of a sound investment policy and selection of investment media to implement it. Develops techniques of portfolio management and periodic reappraisal.

Prerequisites & Notes

BUA 350 or equivalent or Business School Graduate Finance Tutorial; must be in a graduate degree or certificate program.

Credits: 3

Reason for course modification:

New prerequisite requirements.

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
FOR GRADUATE COURSES**

GRADUATE PROGRAM/UNIT Business Administration

COURSE DESIGNATOR BUA COURSE NUMBER 668 EFFECTIVE SEMESTER Fall 2016

COURSE TITLE Electronic Commerce

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- New Course
- New Course with Electronic Learning¹
- Experimental

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

- Designator Change
- Prerequisite Change
- Other (specify) _____
- Number Change
- Credit Change
- Title Change
- Cross Listing (must be at least 400-level)²
- Description Change
- Addition of Electronic Learning Component¹

ELIMINATION:

- Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s) <u>Richard Borgman</u>	<u>2-25-10</u>	<u>RB</u>
College(s) Curriculum Committee Chair(s) [if applicable] <u>NA</u>		
College Dean(s) <u>Ivan Manev</u>	<u>2-26-16</u>	<u>IM</u>
Graduate School _____		

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
2. 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):

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

- | | | | | |
|--|--|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory | <input type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

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

Reason for new 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.

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?

SECTION 2 (FOR COURSE MODIFICATIONS):

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

Prepares current and future managers to gain an understanding of how e-commerce and technologies have radically altered the business environment and how to succeed and thrive in this new economy.

BUA 605; or BUA 335 and BUA 370 or equivalents and permission of the University of Maine Business School; must have graduate standing.

Credits: 3

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

Prepares current and future managers to gain an understanding of how e-commerce and technologies have radically altered the business environment and how to succeed and thrive in this new economy.

BUA 605, or BUA 235 and BUA 270 or equivalents (Business School Graduate Marketing Tutorial may substitute for BUA 270); MBA student or permission from Business School Office of Graduate Programs. Must be in a graduate degree or certificate program.

Credits: 3

Reason for course modification:

New prerequisite requirements.

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
FOR GRADUATE COURSES**

GRADUATE PROGRAM/UNIT Business Administration
COURSE DESIGNATOR BUA COURSE NUMBER 695 EFFECTIVE SEMESTER Fall 2016
COURSE TITLE MBA Internship

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- New Course
 New Course with Electronic Learning¹
 Experimental

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

- Designator Change Prerequisite Change Other (specify) _____
 Number Change Credit Change
 Title Change Cross Listing (must be at least 400-level)²
 Description Change Addition of Electronic Learning Component¹

ELIMINATION:

- Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s) <u>Richard Borgman</u>	<u>2-25-16</u>	<u>RHB</u>
College(s) Curriculum Committee Chair(s) [if applicable] <u>NA</u>		
College Dean(s) <u>Ivan Manev</u>	<u>2-26-16</u>	<u>IM</u>
Graduate School		

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
2. 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):

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

- | | | | | |
|--|--|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory | <input type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

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

Reason for new 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.

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?

SECTION 2 (FOR COURSE MODIFICATIONS):

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

Field experience in business relevant to the student's educational development and career goals. (Neither past work experience or field experience courses taken at other campuses or universities will be permitted as substitutes.) Only open to MBA students.

Permission of Business School Graduate Director ; open to MBA students.

Credits: 1-4

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

Field experience in business relevant to the student's educational development and career goals. (Neither past work experience or field experience courses taken at other campuses or universities will be permitted as substitutes.) Only open to MBA students.

Permission of Business School Graduate Director.

Credits 1-3. Course may be repeated, but student may not earn more than 3 internship credits.

Reason for course modification:

New prerequisite and credit requirements.

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
FOR GRADUATE COURSES**

GRADUATE PROGRAM/UNIT Business Administration

COURSE DESIGNATOR BUA COURSE NUMBER 697 EFFECTIVE SEMESTER Fall 2016

COURSE TITLE Field Experience in Accounting

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- New Course
- New Course with Electronic Learning¹
- Experimental

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

- Designator Change
- Prerequisite Change
- Other (specify) _____
- Number Change
- Credit Change
- Title Change
- Cross Listing (must be at least 400-level)²
- Description Change
- Addition of Electronic Learning Component¹

ELIMINATION:

- Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s) <u>Richard Borgman</u>	<u>2-25-16</u>	<u>RHB</u>
College(s) Curriculum Committee Chair(s) [if applicable] <u>NA</u>		
College Dean(s) <u>Ivan Manev</u>	<u>2-26-16</u>	<u>IM</u>
Graduate School _____		

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
2. 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):

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

- | | | | | |
|--|--|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory | <input type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

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

Reason for new 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.

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?

SECTION 2 (FOR COURSE MODIFICATIONS):

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

Field experience in accounting relevant to the student's educational development and career goals. Neither past work experience nor field experience courses taken at other campuses or universities will be permitted as substitutes.

Permission; only open to students in the Master of Science in Accounting program.

Credits: 1-3

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

Field experience in accounting relevant to the student's educational development and career goals. Neither past work experience nor field experience courses taken at other campuses or universities will be permitted as substitutes.

Permission of Business School Office of Graduate Programs; only open to students in the Accounting MBA.

Credits: 1-3. Course may be repeated, but student may not earn more than 3 internship credits.

Reason for course modification:

New prerequisite requirements.

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
FOR GRADUATE COURSES**

GRADUATE PROGRAM/UNIT Business Administration

COURSE DESIGNATOR BUA COURSE NUMBER 698 EFFECTIVE SEMESTER Fall 2016

COURSE TITLE Independent Study

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- New Course
- New Course with Electronic Learning¹
- Experimental

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

- Designator Change
- Prerequisite Change
- Other (specify) _____
- Number Change
- Credit Change
- Title Change
- Cross Listing (must be at least 400-level)²
- Description Change
- Addition of Electronic Learning Component¹

ELIMINATION:

- Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s) <u>Richard Borgman</u>	<u>2-25-16</u>	<u>RHB</u>
College(s) Curriculum Committee Chair(s) [if applicable] <u>NA</u>		
College Dean(s) <u>Ivan Manev</u>	<u>2-26-16</u>	<u>IM</u>
Graduate School _____		

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
2. 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):

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

- | | | | | |
|--|--|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory | <input type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

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

Reason for new 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.

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?

SECTION 2 (FOR COURSE MODIFICATIONS):

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

Provides an opportunity for well-qualified students to pursue a selected topic in great depth under the supervision of an individual faculty member. The topic is to be determined in consultation with the faculty instructor.

Permission of the Instructor and the MBA Director.

Credits: 1-4

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

Provides an opportunity for well-qualified students to pursue a selected topic in great depth under the supervision of an individual faculty member. The topic is to be determined in consultation with the faculty instructor.

Permission of Business School Graduate Director. Independent study must be approved by the Business School Graduate Curriculum and Learning Committee.

Credits: 3

Reason for course modification:

New prerequisite and credit requirements.

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination



RECEIVED
FEB 04 2016
GRADUATE SCHOOL

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
FOR GRADUATE COURSES

GRADUATE PROGRAM/UNIT School of Food and Agriculture
COURSE DESIGNATOR FSN COURSE NUMBER 512 EFFECTIVE SEMESTER Spring 2017
COURSE TITLE Hazard Analysis Critical Control Points

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- New Course
- New Course with Electronic Learning¹
- Experimental

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

- Designator Change
- Prerequisite Change
- Other (specify) _____
- Number Change
- Credit Change
- Title Change
- Cross Listing (must be at least 400-level)²
- Description Change
- Addition of Electronic Learning Component¹

ELIMINATION:

- Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s) M. Susan Erich, Director, School of Food and Ag	2-2-2016	MSE
College(s) Curriculum Committee Chair(s) (if applicable)		
College Dean(s) Edward D. Ashworth	2-4-14	EDA
Graduate School		

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
2. 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):

FSN 512 - Hazard Analysis Critical Control Points

In-depth study of the development of the Hazard Analysis Critical Control Points (HACCP) system and its application to the food processing industry. Understanding the role of HACCP in insuring a safe food supply at the local, national and international level is studied.

Prerequisites & Notes
permission.

Credits: 3

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

FSN 512 - Hazard Analysis Critical Control Points

In-depth study of the development of the Hazard Analysis Critical Control Points (HACCP) system and its application to the food processing industry. Understanding the role of HACCP in insuring a safe food supply at the local, national and international level is studied.

Prerequisites & Notes
FSN 330

Credits: 3

Reason for course modification:

The prerequisite of "permission" dictated that the instructor had to be contacted before each student could enroll in the course. Changing to FSN 330 as a prerequisite allows most students to be enrolled in the course without contacting the instructor.

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination

Please return the completed form with appropriate signatures and documentation to the Graduate School,
5775 Stodder Hall, Room 42
Orono, Maine 04469-5775

Course Proposal Guidelines available at <http://umaine.edu/graduate/system/files/files/CourseGuidelines.pdf>

RECEIVED

FEB 09 2016
GRADUATE SCHOOL



NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
FOR GRADUATE COURSES

GRADUATE PROGRAM/UNIT Food Science & Human Nutrition
COURSE DESIGNATOR FSN COURSE NUMBER 530 EFFECTIVE SEMESTER Spring 2016
COURSE TITLE Complementary Nutrition Practices

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- New Course
- New Course with Electronic Learning¹
- Experimental

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

- Designator Change
- Prerequisite Change
- Other (specify) _____
- Number Change
- Credit Change
- Title Change
- Cross Listing (must be at least 400-level)²
- Description Change
- Addition of Electronic Learning Component¹

ELIMINATION:

- Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s)		
Susan Erich <i>M. Susan Erich</i>	<i>Jan. 11, 2016</i>	<i>MSE</i>
College(s) Curriculum Committee Chair(s) [if applicable]		
_____	_____	_____
College Dean(s)		
George Criner <i>George Criner</i>	<i>1/19/16</i>	<i>GKC</i>
Graduate School		
Scott Delcourt		

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.

2. 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):

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

- | | | | | |
|--|--|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory | <input type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

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

Reason for new 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.

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?

SECTION 2 (FOR COURSE MODIFICATIONS):

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

FSN 530 - Complementary Nutrition Practices

Review of nutrition research study criteria and discussion of alternative practices such as traditional Chinese medicine, Ayurvedics, homeopathy, naturopathy and dietary supplements and their effects on nutritional status.

Prerequisites & Notes

One human nutrition course at the 300-level or higher or permission.

Credits: 3

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

FSN 530 - Integrative and Functional Nutrition

Review of alternative practices such as traditional Chinese medicine, Ayurvedics, chiropractics, homeopathy, naturopathy, herbal medicine, and dietary supplements and how these practices can be integrated with conventional dietetic practice. Special needs of different life stages and disease conditions are addressed.

Prerequisites & Notes

FSN 410 and NUR 303, or permission.

Credits: 3

Reason for course modification:

The course title and description are being changed to reflect practices within the Academy of Nutrition and Dietetics. Requiring FSN 410 Human Nutrition and Metabolism and NUR 303 Pathophysiology will help insure that students have an adequate understanding of how nutrients are absorbed, transported and utilized in the body in health and disease so that they are better prepared for class discussions. Lectures on Blackboard have been used in this course for many years to make up for instructor travel and winter weather hazards. Several students each year commute from southern ME where they have just finished their dietetic internships, so reducing the number of days they have to drive to Orono will be financially helpful. The majority of the course will be held in Orono.

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination

Please return the completed form with appropriate signatures and documentation to the Graduate School.
5775 Stodder Hall, Room 42
Orono, Maine 04469-5775

Course Proposal Guidelines available at <http://umaine.edu/graduate/system/files/files/CourseGuidelines.pdf>

FSN 530 Integrative and Functional Nutrition

Tuesdays 4:00-6:30 p.m. Hitchner 157

Faculty Information:

Dr. Mary Ellen Camire

Office: 105 Hitchner Hall.

Phone: 581-1627; Fax: 581-1636

Email: mary.camire@umit.maine.edu (First Class)

Office hours: Tuesdays 2:30-3:30, or by appointment

Course Objectives:

In this course you learn how to:

- find valid information on complementary nutrition practices
- critically evaluate safety & efficacy of complementary and alternative practices that impact nutritional status and health
- understand how different cultures use foods and botanicals for health & spiritual well-being
- identify and quantitate dietary supplement use
- know the Academy of Nutrition and Dietetics Standards of Practice (SOP) including the Nutrition Care Process (NCP) and Standards of Professional Performance (SOPP) in Integrative and Functional Medicine

Course Requirements:

- an open mind and respect for other people's opinions and beliefs
- about 3 additional hours per week to read articles and books and conduct Internet research
- Internet access
- Adobe Acrobat Reader software. This software may be downloaded free by visiting <http://www.adobe.com/products/acrobat/readstep.html> >.
- Word processing software (Microsoft Word is preferred; if you do not have access to this program, please check with Dr. Camire to make sure she can read any program that you do have).

Accommodations for Students with Disabilities

If you have a disability for which you may be requesting an accommodation, please contact Disabilities Services, 121 East Annex, 581-2319, as early as possible in the term.

Academic Integrity

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.

Grading policy (based on 400 points total):

<i>Letter grade</i>	<i>Points</i>
A	≥376
A-	360-375
B+	348-359
B	336-347
B-	320-335
C+	308-319
C	296-307
C-	280-295
D+	268-279
D	256-267
D-	240-255
E	≤ 240

Please note that typically only grades of B- and higher may be applied towards graduate studies.

What You Will Need to Do for This Course:

- Attend class regularly
- Do not text or email during class.
- Read assignments before class.
- Participate in class discussions and answer in-class questions.
- Interview someone you know about their supplement use, using the interview form on Blackboard (75 points). Due March 22 before the start of class. Written report and oral summary (~10 minutes long) required.

- Four in-class quizzes (20 points each) with fill-in and matching questions. Books, notes, best friends and other aids may not be used during quizzes.
- Quiz 1: Material through 1/26
- Quiz 2: Material from 2/2- 2/16
- Quiz 3: Material from 2/23, 3/1, & 3/22
- Quiz 4: Material from 3/29- 4/26
- Complete two short answer/ essay exams on Blackboard (100 points each). Exam 1 covers lectures from the start of the semester through 2/23 and is due 3/29. Exam 2 covers all other lectures and readings and is due May 10.
- In-class health claim group project 2/2 worth 15 points.
- Life cycle IFN issue in-class group project on 4/12, 15 points.
- Small group case studies on arthritis, athletic performance, GI or diabetes issues (no choice on which case study you will be assigned) on 4/26, 15 points.
- Late work will be subject to a 10% penalty. Work submitted later than one week from the due date will not receive a grade. In-class exercises other than quizzes cannot be made up if missed.

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/>

Class schedule (subject to change- please check your email regularly)

Date	Location	Topic
1/19	HR 157	Course introduction; complementary & alternative medicine use in the U.S., legislation of complementary practices; integrative dietetic practice.
1/26	Blackboard	The dietary supplement industry, botanical products, and dietary supplement safety
2/2	HR 157	Cultural considerations; Shamanism, Native American practices; Santería; <i>Quiz 1; Supplement and food claim group activity</i>
2/9	Blackboard	Traditional Chinese, Kempo (Japanese) and Tibetan medicine
2/16	Blackboard	Ayurvedic medicine, homeopathy, naturopathy, chiropractic medicine
2/23	HR157	Drug and food interactions; surgical considerations; <i>Quiz 2</i>
3/1	Blackboard	Nutrient supplements, phytochemicals and functional foods
Spring break 3/7-3/20/2015		
3/22	HR157	<i>Dietary supplement interview presentations.</i>
3/29	HR157	Popular diets & supplements for weight loss. <i>Exam 1 due on Blackboard, Quiz 3 in class</i>
4/5	Blackboard	IFM issues during pregnancy, lactation, infancy, childhood, adolescence, maturity and aging.
4/12	HR157	<i>Small group case studies on life cycle issues.</i> Guest lecture: Dr. Taylor Wallace, National Osteoporosis Foundation: Dietary supplements for bone health.
4/19	Blackboard	IFN for skeletal and muscular systems, athletic performance, and cardiovascular & respiratory health
4/26	HR157	IFN for gastrointestinal health and diabetes. <i>Small group case studies on arthritis, athletic performance, GI or diabetes issues.</i>
5/3	HR157	IFN for cancer, nervous system function and mental health. <i>Quiz 4</i>
5/10	Blackboard	<i>Second exam due on Blackboard before 10 p.m. Eastern time</i>

Instructions for in-class assignments will be placed on Blackboard at least 48 hours before class.

Course Schedule Disclaimer (Disruption Clause): In the event of an extended disruption of normal classroom activities, 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.



NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

GRADUATE PROGRAM/UNIT School of Forest Resources
COURSE DESIGNATOR SFR COURSE NUMBER 528 EFFECTIVE SEMESTER Fall 2016
COURSE TITLE Qualitative Data Analysis in Natural Resources

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component 1 to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- [X] New Course
[] New Course with Electronic Learning 1
[] Experimental

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

- [] Designator Change [] Prerequisite Change [] Other (specify)
[] Number Change [] Credit Change
[] Title Change [] Cross Listing (must be at least 400-level) 2
[] Description Change [] Addition of Electronic Learning Component 1

ELIMINATION:

- [] Course Elimination

Table with 3 columns: ENDORSEMENTS (Print name), Date, Sign Initials. Rows include Leader, Initiating Department/Unit(s), College(s) Curriculum Committee Chair(s), College Dean(s), and Graduate School.

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
2. Courses cross-listed below 400-level require the permission of the Graduate School.

Handwritten initials and date 2/11/16

SECTION 1 (FOR NEW COURSE PROPOSALS):**Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):**

SFN 52B Qualitative Data Analysis in Natural Resources

Principles and practices of qualitative data analysis in natural resources. The course covers various interpretive analytical traditions in the social sciences, as well as strategies used in qualitative data analysis. Students will analyze previously collected qualitative data, and develop a written document that includes both narrative and visual displays. The course includes a hands-on NVivo training on coding data.

Number of credit hours: 3 credits

Prerequisites: EHD 571 or permission.

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:

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). Qualitative data analysis: A methods sourcebook (3rd. ed.). Thousand Oaks, CA: SAGE Publications, Inc.

Bazeley, P., & Jackson, K. (2013). Qualitative data analysis with NVivo. Thousand Oaks, CA: SAGE Publications, Inc.

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

Sandra De Urioste-Stone, Assistant Professor of Nature Based Tourism, 60% teaching.

Reason for new course:

No graduate course is currently offered for students interested in learning principles of qualitative data analysis, nor to develop skills in using NVivo software to analyze qualitative data.

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.

Five to ten NVivo licenses for an estimated \$20.00 per computer per year. \$100-\$200 per year for licensing fees will be paid from unit E&G budget.

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

N/A

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?

Even years. No overload salary payments will be required.

SECTION 2 (FOR COURSE MODIFICATIONS):

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

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

Reason for course modification:

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination

Please return the completed form with appropriate signatures and documentation to the Graduate School.
5775 Stodder Hall, Room 42
Orono, Maine 04469-5775

Course Proposal Guidelines available at <http://umaine.edu/graduate/system/files/files/CourseGuidelines.pdf>

SFR 528 Qualitative Data Analysis In Natural Resources

1. Course information

Course description: Principles and practices of qualitative data analysis in natural resources. The course covers various interpretive analytical traditions in the social sciences, as well as strategies used in qualitative data analysis. Students will analyze previously collected qualitative data, and develop a written document that includes both narrative and visual displays. The course includes a hands-on NVivo training on coding data.

Number of credit hours: 3 credits

Prerequisites: Introductory qualitative research methods course preferable.

2. Faculty Information

Name: Sandra De Urloste-Stone

Phone number: (207) 581-2885

Fax number: (207) 581-2875

E-mail address: sandra.de@maine.edu

Where students may leave physical messages: 237

Office hours: M & F 11:00am – 1:00 pm

3. Instructional Materials and Methods

Required Textbook Titles

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd. ed.). Thousand Oaks, CA: SAGE Publications, Inc.

Bazeley, P., & Jackson, K. (2013). *Qualitative data analysis with NVivo*. Thousand Oaks, CA: SAGE Publications, Inc.

Recommended

Gibbs, G. R. (2007). *Analyzing qualitative data*. Thousand Oaks, CA: Sage Publications, Inc. (Ebook)

Additional readings are included as PDF files on blackboard.

Barbour, R. S. (2014). Analysing focus groups. In U. Flick (Ed.), *The SAGE handbook of qualitative data analysis* (pp. 313-326). Thousand Oaks, CA: SAGE Publications Inc.

Denzin, N. K. (2014). Writing and/as analysis of performing the world. In U. Flick (Ed.), *The SAGE handbook of qualitative data analysis* (pp. 570-584). Thousand Oaks, CA: SAGE Publications Inc.

Denzin, N.K. & Lincoln, Y.S. (2013). Introduction: The discipline and practice of qualitative research. In N.K. Denzin & Y.S. Lincoln (Eds.), *The*

- landscape of qualitative research* (pp. 1-40). Thousand Oaks, CA: SAGE Publications Inc.
- Lincoln, Y.S., S.A. Lynham & E.G. Guba. (2013). Paradigmatic controversies, contradictions, and emerging confluences, revisited. In N.K. Denzin & Y.S. Lincoln (Eds.), *The landscape of qualitative research* (pp. 199-265). Thousand Oaks, CA: SAGE Publications Inc.
- Ely, M., Vinz, R., Downing, M., & Anzul, M. (1997). *On writing qualitative research: Living by words*. Philadelphia, PA: Routledge Falmer, Taylor & Francis.
- Kelle, U. (2014). Theorization from data. In U. Flick (Ed.), *The SAGE handbook of qualitative data analysis* (pp. 554-568). Thousand Oaks, CA: SAGE Publications Inc.
- Mertens, D. M. (2014). Ethical use of qualitative data and findings. In U. Flick (Ed.), *The SAGE handbook of qualitative data analysis* (pp. 510-521). Thousand Oaks, CA: SAGE Publications Inc.
- Relchertz, J. (2014). Induction, deduction, abduction. In U. Flick (Ed.), *The SAGE handbook of qualitative data analysis* (pp. 123-135). Thousand Oaks, CA: SAGE Publications Inc.
- Roulston, K. (2014). Analysing Interviews. In U. Flick (Ed.), *The SAGE handbook of qualitative data analysis* (pp. 297-312). Thousand Oaks, CA: SAGE Publications Inc.

4. Student Learning Outcomes

Course Learning Outcomes

By successfully completing this course, each student will be able to:

1. Explain the Influence of macro-structures associated with science (worldview, paradigms, disciplines) on the qualitative research process.
2. Recognize different traditions in qualitative data analysis.
3. Apply basic and intermediate qualitative data analysis functions in NVivo.
4. Demonstrate an understanding of the ethical use of qualitative data and reporting.
5. Be able to write and know the function of qualitative data analysis strategies, tools, and Interpretation.
6. Be able to summarize and report qualitative data.

5. Assessment and Evaluation

Explanation of assignments

Assignments: all written assignments should be professionally presented according to instructions listed below. **All assignments are due at the beginning of class.**

- 1) Reflective journal: you will write a weekly reflective journal, and submit at the end of the month a summative reflective journal (detailed instructions will be provided).
- 2) Qualitative data analysis tradition report and presentation: you will research a tradition of qualitative data analysis, and develop the following outputs 1) submit a five-page report, and 2) deliver an oral presentation (detailed instructions will be provided).
- 3) Qualitative data analysis manuscript (methods, ethics and data interpretation sections): based on your analysis using NVivo, you will draft sections of a manuscript describing how you conducted data analysis, the data analysis tradition used, ethics, and data interpretation (detailed instructions will be provided).

Assessment

ACTIVITY	PERCENTAGE
Participation and short assignments	15%
Reflective journal	30%
Qualitative data analysis tradition	20%
Qualitative data analysis draft manuscript	35%

A: 94-100%	B-: 80-82%	D+: 67-69%
A-: 90-93%	C+: 77-79%	D: 64-66%
B+: 87-89%	C: 74-76%	D-: 60-63%
B: 84-86%	C-: 70-73%	F <60%

6. Course Organization and Policies

Classroom sessions will include some traditional mini-lectures interspersed with group discussions to go over readings and classroom projects. Brainstorming, demonstration, reflective and essay writing, presentations and other interactive methods will be used to exchange ideas and information. This interactive style of teaching makes it imperative that students attend **all** classes. Attendance is also a requirement because much of the work and most of your knowledge (and your grade) will derive directly from our classroom encounters.

a. Class Etiquette

This is a graduate class, and by tradition as well as definition, students are expected to take the initiative for learning.

- Class attendance is required, if you must miss for reasons beyond your control please send me an email prior to class.

- Participation in class exercises and discussions is required. Therefore, you need to come to class prepared.
 - I will be available to meet with any of you to go over lectures, readings, or to help out on projects.
 - Reading, and re-reading the required texts and handouts is critical to your success in this course.
 - Being supportive of other people in class (“criticize ideas not people”).
 - Being respectful to your classmates (not reading materials from other courses, chatting, texting, sending emails, etc.).
- a. Assignments are expected to be professionally presented according to the following guidelines:
- Type all papers, following the content and length requirements for that assignment.
 - Double space all papers unless the assignment instructions specifically state otherwise.
 - Indent each paragraph.
 - Use one-inch margins.
 - Use 12-point font.
 - The first page should include your name, the date, name of the assignments, and the course.
 - Spell-check and proofread your papers. Spelling and grammar, as well as content will be considered in assigning grades. Any paper containing a spelling error that would be caught by the spell-check function of MSWord will receive a one-letter grade deduction.
 - Multiple page assignments must be stapled, double-sided (preferable).
 - Include in-text citations, and literature cited.
- b. 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.”
- c. Disability support services: “If you have a disability for which you may be requesting an accommodation, please contact Disability Services, 121 East Annex, 581-2319, as early as possible in the term.”

- d. Course Schedule Disclaimer (Disruption Clause): In the event of an extended disruption of normal classroom activities, 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.

7. 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 or teaching assistant 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 or teaching assistant 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/>

8. Outline



Week 1	Introduction to the course Qualitative research	Denzin & Lincoln, 2013 Miles, Huberman & Saldaña, 2014. Ch. 1	
Week 2	Foundations of qualitative research: Paradigms Researcher-as-Instrument	Lincoln, Lynham & Guba, 2013 Ely et al., 1997. Ch. 2	
Week 3	Introduction to qualitative data analysis and NVivo NVivo practice	Miles, Huberman & Saldaña, 2014. Ch. 2 Miles, Huberman & Saldaña, 2014. Ch. 4 Bazeley and Jackson, 2013. Ch. 1	Due: One-two page researcher-as-Instrument write-up
Week 4	Induction, deduction and theorizing Ethics and quality assurance NVivo practice	Reichertz, 2014. Mertens, 2014. Bazeley and Jackson, 2013. Ch. 2 & 3	Due: Reflective journal 1
Week 5	Analyzing Interview and focus group data NVivo practice	Roulston, 2014. Barbour, 2014. Bazeley and Jackson, 2013. Ch. 4	
Week 6	Ethnographic research and data analysis	Article provided by speaker Bazeley and Jackson, 2013. Ch. 5 & 6	Due: NVivo exercise
Week 7 & 8	Student presentations—qualitative traditions	Articles provided by students	Due: Qualitative data analysis traditions paper and PPT

Week 9	Qualitative formative analysis: displaying data and exploring patterns NVivo practice	Miles, Huberman & Saldaña, 2014. Ch. 5 & 6 Bazeley and Jackson, 2013. Ch. 7	Due: Comparative table of traditions Due: NVivo exercise
Week 10	Qualitative formative analysis: describing and ordering methods NVivo practice	Miles, Huberman & Saldaña, 2014. Ch. 7 & 8 Bazeley and Jackson, 2013. Ch. 8	Due: Reflective journal 2 Due: NVivo exercise
Week 11	Qualitative formative analysis: explaining and predicting methods NVivo practice	Miles, Huberman & Saldaña, 2014. Ch. 9 & 10 Bazeley and Jackson, 2013. Ch. 10	Due: NVivo exercise
Week 12	Theorizing and drawing conclusions NVivo practice	Miles, Huberman & Saldaña, 2014. Ch. 11 Kelle. 2014. Bazeley and Jackson, 2013. Ch. 11	Due: Manuscript—methods section
Week 13	NO CLASS: THANKSGIVING BREAK!		
Week 14	Writing NVivo practice	Miles, Huberman & Saldaña, 2014. Ch. 12 Denzin, 2014 Bazeley and Jackson, 2013. Ch. 9	Due: Reflective journal 3
Week 15	Data analysis and collaboration Closing and conclusions	Miles, Huberman & Saldaña, 2014. Ch. 13 Bazeley and Jackson, 2013. Ch. 12	Due: Manuscript—methods, ethics, Interpretation, appendix

RECEIVED

FEB 19 2016



GRADUATE SCHOOL NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

GRADUATE PROGRAM/UNIT Forest Resources
COURSE DESIGNATOR SFR COURSE NUMBER 570 EFFECTIVE SEMESTER Fall 2016
COURSE TITLE Cellulose Nanomaterials and their Composites

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component to an existing course.

NEW COURSE (check all that apply and complete Section 1):

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

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

- [] Designator Change [] Prerequisite Change [] Other (specify)
[] Number Change [] Credit Change
[] Title Change [] Cross Listing (must be at least 400-level)
[] Description Change [] Addition of Electronic Learning Component

ELIMINATION:

- [] Course Elimination

Table with 3 columns: ENDORSEMENTS (Print name), Date, Sign Initials. Rows include Leader, Michael Day, and George Criner.

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
2. 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):

SFR-570: Cellulose Nanomaterials and their Composites

Comprehensive coverage of the production, characteristics, processing, applications and performance of renewable nanomaterials and their composites. This graduate level course will provide fundamental information on various types of cellulose nanomaterials as well as their performance in target applications. Students may be required to conduct individual/team experiments, visit production sites and hold informal meetings as scheduled along the course of the semester outside the original time frame.

Prerequisites & Notes

Recommendation of the student's advisory committee or permission of the instructor

Credits: 3

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

- | | | | | |
|--|---|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research | <input type="checkbox"/> Studio |
| <input checked="" type="checkbox"/> Laboratory | <input checked="" type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

1. Dufresne, Alain, 2012. Nanocellulose: From Nature to High Performance Tailored Materials. Walter de Gruyter GmbH. 460 pp.
2. Various research articles published in scientific journals: Some top journals in the field include: Cellulose, Biomacromolecules, ACS Applied Materials and Interfaces, RSC Advances and Macromolecules.

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

Dr. Mehdi Tajvidi, Assistant Professor of Renewable Nanomaterials (25% teaching appointment, currently teaching SFR-215 (3 credits) once a year and SFR-453 (50% responsibility) every other year.

Reason for new course:

Cellulose nanomaterials have attracted considerable attention in academia and industry as well. No other course on campus fully covers various aspects of production, characterization, properties, applications and markets of cellulose nanomaterials. Being of multidisciplinary nature, students from other majors including Chemical Engineering, Civil Engineering and Food Science will benefit from the contents of this course. The University of Maine is the sole academic producer of cellulose nanofibrils and there is a need for a graduate level course to train our graduate students in this area.

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.

There is no significant overlap. Being of multidisciplinary nature, students from other majors including Chemical Engineering, Civil Engineering and Food Science will benefit from the contents of this course.

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 or once a year depending on the demand. No overload salary is requested.

SECTION 2 (FOR COURSE MODIFICATIONS):

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

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

Reason for course modification:

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination

Please return the completed form with appropriate signatures and documentation to the Graduate School.
5775 Stodder Hall, Room 42
Orono, Maine 04469-5775

Course Proposal Guidelines available at <http://umaine.edu/graduate/system/files/files/CourseGuidelines.pdf>

Course Information

Comprehensive coverage of the production, characteristics, processing, applications and performance of renewable nanomaterials and their composites. This graduate level course will provide fundamental information on various types of cellulose nanomaterials as well as their performance in target applications. Students may be required to conduct individual/team experiments, visit production sites and hold informal meetings as scheduled along the course of the semester outside the original time frame.

Prerequisites & Notes

Recommendation of the student's advising committee or permission of the instructor

Credits: 3

Faculty Information

Dr. Mehdi Tajvidi, Phone: 207-581-2852

Messages can be left on my phone or at my e-mail address: mehdi.tajvidi@maine.edu

Office Hours are Tuesdays and Thursdays from 1:00 PM-2:00 PM in Room 117, Nutting Hall. For other times, please make an appointment.

Instructional Materials and Methods

Electronic course information will be shared and documented through the use of Google Classroom connected to the students' UMaine Google Drive. All students will receive an invitation email to join the class portal on Google Classroom through which all homework, assignments and activities will be managed, graded, edited and monitored.

Required text

1. Dufresne, Alain, 2012. Nanocellulose: From Nature to High Performance Tailored Materials. Walter de Gruyter GmbH. 460 pp.

This book is available online through the University of Maine Library System at:

<http://ursus.maine.edu/search~S1?/Xnanocellulose&searchscope=1&SORT=D/Xnanocellulose&searchscope=1&SORT=D&SUBKEY=nanocellulose/1%2C3%2C3%2CB/frame&FF=Xnanocellulose&searchscope=1&SORT=D&2%2C2%2C>

2. Various research articles published in scientific journals: Some top journals in the field include: *Cellulose*, *Biomacromolecules*, *ACS Applied Materials and Interfaces*, *RSC Advances* and *Macromolecules*. Due to the interdisciplinary nature of the field, many other material science/polymer/composites journals published by Springer, Elsevier, Wiley and TAPPI publish nanocellulose research.

Learning Outcomes

At the conclusion of the course, a student will be able to:

- Describe fundamental processes for the production of cellulose nanofibrils, cellulose nanocrystals and bacterial cellulose
- Compare and analyze various cellulose nanomaterials from physical, chemical, and mechanical perspectives
- Explain advantages, limitations and potential future applications of cellulose nanomaterials
- Explain material property assessment techniques related to nanocellulose research
- Do top quality literature review on a research topic related to nanocellulose and its composites
- Analyze, edit, review and criticize scientific papers published in journals

Assessment and Evaluation

Homework Assignments:	20%
Examination 1:	20%
Examination 2:	20%
Final Examination:	20%
Literature review and presentation:	20%

Grading rubrics

>95%	A
90%-94%	A-
86%-89%	B+
82%-85%	B
78%-81%	B-
74%-77%	C+
70%-73%	C
67%-69%	C-
60%-66%	D
<60%	F

Course Policies

- Attendance and class participation are expected of all students at all times unless special circumstances warrant otherwise.
- The due date for homework assignments will be clearly provided in all cases. Homework will be due by 9:30 AM (beginning of class) on the due date.
- The assignment grade drops 5% for each day late. No credit will be given for work turned in after corrected material is returned to the class.
- Each student will be assigned to a topic for which they are required to do a literature review based on five most recent papers published in top journals. The written document must be submitted no later than the last meeting of the class. In addition, each student will select one paper out of the five

they have reviewed and will present that in detail to the class. A copy of the paper to be presented in class must be sent to the instructor to be shared with the class at least one week before the presentation. All students are expected to have a print-out of the paper being presented and to actively engage in critical discussions following the presentation. Topics presented by students will be included in the final exam.

- Group work is encouraged, but copying is unacceptable.
- The rescheduling of exams due to an absence will require written documentation from the student and prior permission from the instructor.

Academic Dishonesty (plagiarism, etc.)

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.

Students with Disabilities Statement

If you have a disability for which you may be requesting an accommodation, please contact Disabilities Services, 121 East Annex, 581-2319, as early as possible in the term.

Course schedule disclaimer

In the event of an extended disruption of normal classroom activities, 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.

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 the campus Office of Sexual Assault & Violence Prevention 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 the Office of Sexual Assault & Violence Prevention 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: 1-800-310-0000** 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 Organization

Dates	Topics	Reading/Assignments
Week 1	Lecture #1- Introduction to cellulose and its nanomaterials	Reading: Dufresne, Ch. 1
	Lecture #2 - Cellulose nanomaterial applications	Homework #1
Week 2	Lecture #3 - What's new? Materials	
	Lecture #4 - What's new? Applications	Homework #2
Week 3	Lecture #5 - Preparation and properties of microfibrillated cellulose Part I	Reading: Dufresne, Ch. 2
	Lecture #6 - Preparation and properties of microfibrillated cellulose Part II	Reading: Dufresne, Ch. 2 Homework #3
Week 4	Lecture #7 - Preparation and properties of cellulose nanocrystals Part I	Reading: Dufresne, Ch. 3
	Lecture #8 – Preparation and properties of cellulose nanocrystals Part II	Reading: Dufresne, Ch. 3 Homework #4
Week 5	Lecture #9 – Bacterial cellulose	Reading: Dufresne, Ch. 4
	<u>Examination 1 (Covers Lectures # 1-9)</u>	Homework #5
Week 6	Lecture #10 - Chemical modification of Nanocellulose	Reading: Dufresne, Ch. 5
	Lecture #11 – Drying Nanocellulose	Reading: Dufresne, Ch. 5 Homework #6
Week 7	No classes- Fall Break	
	Lecture #12 - Rheological behavior of nanocellulose suspensions and self-assembly	Reading: Dufresne, Ch. 6 Homework #7

Dates	Topics	Reading/Assignments
Week 8	Lecture #13 - Processing of nanocellulose-based materials Part I	Reading: Dufresne, Ch. 7
	Lecture # 14- Processing of nanocellulose-based materials Part II	Reading: Dufresne, Ch. 7 Homework #8
Week 9	Lecture #15- Thermal properties Part I	Reading: Dufresne, Ch. 8
	Lecture #16 – Thermal properties Part II	Reading: Dufresne, Ch. 8 Homework # 9
Week 10	Lecture #17-Mechanical properties of nanocellulose-based nanocomposites Part I	Reading: Dufresne, Ch. 9
	Examination #2 (Covers Lectures #10-17)	Homework # 10
Week 11	Lecture #18 - Mechanical properties of nanocellulose-based nanocomposites Part II	Reading: Dufresne, Ch. 9
	Lecture #19 - Swelling and barrier properties	Reading: Dufresne, Ch. 10
Week 12	Student presentations	A copy of the paper to be presented must be sent to all students and the instructor one week prior to presentation
	Student presentations	A copy of the paper to be presented must be sent to all students and the instructor one week prior to presentation
Week 13	Student presentations	A copy of the paper to be presented must be sent to all students and the instructor one week prior to presentation
	No classes- Thanksgiving Break	
Week 14	Student presentations	A copy of the paper to be presented must be sent to all students and the instructor one week prior to presentation
	Student presentations	A copy of the paper to be presented must be sent to all students and the instructor one week prior to presentation
Week 15	Student presentations	A copy of the paper to be presented must be sent to all students and the instructor one week prior to presentation
	Review	Literature Review Due
	Final Examination (Covers Lectures #18-19 plus material covered during student presentations)	

MBA Course Prerequisite Changes

BUA 561 - Knowledge Management and Decision Support Systems

This course is designed to explore the dimensions of knowledge management that influence the competitive advantage of organizations. Major topics include the ability to harness intellectual capital for innovation, knowledge creation, sharing, storage and accessibility. Appropriate technologies will be used to apply these concepts.

Prerequisites & Notes

Old: BUA 235 or equivalent, BUA 325 or equivalent, senior or graduate standing and permission of the University of Maine Business School.

New: Seniors or graduate students in good standing.

Credits: 3

BUA 596 - International Field Study

Provides an opportunity to learn about foreign culture, to visit with foreign government and business officials, and to learn about business practices worldwide via a hands-on immersion experience. Course includes preparatory class work and a final report.

Prerequisites & Notes

Old: permission, only open to graduate students or advanced undergraduates in the University of Maine Business School.

Credits: 3-4

New: Permission of the University of Maine Business School Office of Graduate Programs.

Credits: 3

BUA 601 - Statistical Analysis and Modeling for Organizational Operations

Familiarizes the student with statistical data analysis and management science techniques as they support decision-making throughout an organization. The course integrates statistical analysis and modeling techniques into the study of processes that create value through the production of goods, services, and information.

Prerequisites & Notes

Old: Must have graduate standing.

Credits: 3

New: STS 215 or STS 232 or equivalent or previous statistics course approved by the MBA Director; MBA student or permission from Business School Office of Graduate Programs. Must be in a graduate degree or certificate program.

Credits: 3

BUA 605 - Creating & Capturing Value in the Digital Economy

Represents an integration of concepts and principles from the Marketing and Management Information Science disciplines. The Internet is offering radical new ways of conducting business. This course presents students with concepts and information-based strategies for capturing and creating value in the new information-based economy by assimilating sound marketing strategies with information systems to create innovative processes and marketing practices.

Prerequisites & Notes

Old: Must have graduate standing.

Credits: 3

New: BUA 270 or equivalent or Business School Graduate Marketing Tutorial; MBA student or permission from Business School Office of Graduate Programs. Must be in a graduate degree or certificate program.

Credits: 3

BUA 608 - Topics in Accounting

Course coverage varies. Recent courses have included readings in accounting history and theory, accounting research using the FASB's Codification to answer complex accounting issues presented in case studies and discussions of contemporary national and international accounting issues.

Prerequisites & Notes

Old: BUA 301, BUA 302 or permission.

Credits: 3

New: BUA 301 and BUA 302 or equivalents. Must be in a graduate degree or certificate program.

Credits: 3

BUA 620 - Law, Business and Society

Introduces managers to current U.S. laws and regulations that impact on the operations of business. Employs an interdisciplinary approach to the study of law, utilizing elements of political economy, international business, ethics, social responsibility and management theory.

Prerequisites & Notes

Old: MBA or MSA student or permission of the University of Maine Business School; must have graduate standing.

Credits: 3

New: MBA student or permission of the University of Maine Business School Office of Graduate Programs. Must be in a graduate degree or certificate program.

BUA 626 - Management of Contemporary Organizations

Explores analytical perspectives to understand how individuals organize themselves in accomplishing organizational goals. Applies a managerial approach with a focus on real-life contemporary organizations. Topics include organizational structure and culture, teamwork and diversity, the organization and its environment.

Prerequisites & Notes

Old: MAT 215 and BUA 325 or equivalents or Business School Graduate Tutorials in Management and Statistics; must have graduate standing.

Credits: 3

New: BUA 325 or equivalent or Business School Graduate Management Tutorial; MBA student or permission from Business School Office of Graduate Programs. Must be in a graduate degree or certificate program.

Credits: 3

BUA 639 - Contemporary Issues in International Business

Discussion of international business policies, strategies, and operations with emphasis on the interplay between business and different cultural, economic, and political-legal environments.

Prerequisites & Notes

Old: BUA 325 or equivalent or Business School Graduate Management Tutorial; must have graduate standing.

Credits: 3

New: BUA 325 or equivalent or Business School Graduate Management Tutorial. Must be in a graduate degree or certificate program.

Credits: 3

BUA 641 - Organizational Consulting

A field based course, providing consulting services to firms based in Maine and beyond. Demands skills in qualitative and quantitative analysis and in written and oral expression.

Prerequisites & Notes

Old: Permission of the instructor.

Credits: 3-4

New: Permission of the instructor. Must be in a graduate degree or certificate program.

Credits: 3

BUA 645 - Selected Advanced Topics in Business Administration

Advanced study in various aspects of functional areas of accounting, finance, management, marketing, and management information systems.

Prerequisites & Notes

Old: permission.

Credits: 1-6

New: MBA student or permission from Business School Office of Graduate Programs. Must be in a graduate degree or certificate program.

Credits: 1-3

BUA 649 - Management Policy

Study of administrative practices at the strategic level of business management. Develops administrative competence in the formulation of business policy at the decision-making level through case study.

Prerequisites & Notes

Old: BUA 605, BUA 651 and one additional 600-level BUA course; must have graduate standing.

Credits: 3

New: BUA 605, BUA 651 and one additional 600-level BUA course; MBA students only.

Credits: 3

BUA 652 - Management of Financial Institutions

Approaches management of financial institutions through readings, cases and guest speakers. Emphasizes recognition, analysis and management of major risks faced by financial intermediaries in a global environment.

Prerequisites & Notes

Old: BUA 350 or equivalent or Business School Graduate Finance Tutorial; must have graduate standing.

Credits: 3

New: BUA 350 or equivalent or Business School Graduate Finance Tutorial; must be in a graduate degree or certificate program.

Credits: 3

BUA 653 - Investment Management

Analysis and valuation procedures to determine the investment quality of specific securities. Sets criteria for formulation of a sound investment policy and selection of investment media to implement it. Develops techniques of portfolio management and periodic reappraisal.

Prerequisites & Notes

Old: BUA 350 or equivalent or Business School Graduate Finance Tutorial; must have graduate standing.

Credits: 3

New: BUA 350 or equivalent or Business School Graduate Finance Tutorial; must be in a graduate degree or certificate program.

Credits: 3

BUA 668 - Electronic Commerce

Prepares current and future managers to gain an understanding of how e-commerce and technologies have radically altered the business environment and how to succeed and thrive in this new economy.

Prerequisites & Notes

Old: BUA 605; or BUA 335 and BUA 370 or equivalents and permission of the University of Maine Business School; must have graduate standing.

Credits: 3

New: BUA 605, or BUA 235 and BUA 270 or equivalents (Business School Graduate Marketing Tutorial may substitute for BUA 270); MBA student or permission from Business School Office of Graduate Programs. Must be in a graduate degree or certificate program.

Credits: 3

BUA 695 - MBA Internship

Field experience in business relevant to the student's educational development and career goals. (Neither past work experience or field experience courses taken at other campuses or universities will be permitted as substitutes.) Only open to MBA students.

Prerequisites & Notes

Old: Permission of Business School Graduate Director.

Credits: 1-4

New: Permission of Business School Graduate Director; open to MBA students.

Credits: 1-3. Course may be repeated, but student may not earn more than 3 internship credits.

BUA 697 - Field Experience in Accounting

Field experience in accounting relevant to the student's educational development and career goals. Neither past work experience nor field experience courses taken at other campuses or universities will be permitted as substitutes.

Prerequisites & Notes

Old: permission; only open to students in the Master of Science in Accounting program.

Credits: 1-3

New: Permission of Business School Office of Graduate Programs; only open to students in the Accounting MBA.

Credits: 1-3. Course may be repeated, but student may not earn more than 3 internship credits.

BUA 698 - Independent Study

Provides an opportunity for well-qualified students to pursue a selected topic in great depth under the supervision of an individual faculty member. The topic is to be determined in consultation with the faculty instructor.

Prerequisites & Notes

Old: permission of the instructor and the MBA Director.

Credits: 1-4

New: Permission of Business School Graduate Director. Independent study must be approved by the Business School Graduate Curriculum and Learning Committee.

Credits: 3