Graduate Board
Room 57, Stodder Hall
Thursday, December 19, 2019
3:00 pm – refreshments
3:15 pm - meeting

AGENDA

1. Review/approval of the November 21, 2019 Graduate Board minutes

2. Review/approval of the December 10, 2019 Curriculum Committee report

3. Announcements/updates:

    - Graduate student research projects related to unified accreditation
    - Progress report on program learning outcomes
    - Grants Workshop (January 13 and January 16, 2020)
    - Mug Club on January 23 (Valentine project – resilience)
    - New fields on graduate application
    - Exit interviews for students withdrawing from Graduate School
    - Graduate Student Employment – Handbooks & Employment Listings

4. Review of program/curricular changes
    - MBA 4+1 pathways with USM, UMPI and Colby College

5. Guests: Joyce Rumery and Deborah Rollins – Fogler Library update

6. Continued discussion of SVV document as it pertains to graduate studies

7. Items arising

Graduate Board
Room 57, Stodder Hall
Thursday, November 21, 2019
3:00 pm – refreshments
3:15 pm - meeting

AGENDA

Meeting called to order at 3:15 PM

Attendees: P. Agrrawal, J. Artesani, J. Ballinger, J. Bonnet, S. Butler, A. Cruz-Uribe, S. Delcourt, D. Dryer, S. Ell, K. Evans (on behalf of ECO and J. Stoll, SMS), W. Gramlich, S. Jain, A. Knightly, A. Knowles, K. Kreutz, J. McClymer, I. Mette, M. Neely, C. Nightingale, S. Ohno, P. Poirier, L. Rickard, K. Rossignol (secretary), O. Smith, C. Sponarski, M. Tajvidi, K. Vekasi, C. Villacorta Gonzales, V. Weaver, and T. Yoo

1. Review/approval of the October 17, 2019 Graduate Board minutes
    - Approved with 1 abstention by James McClymer

2. Review/approval of the November 5, 2019 Curriculum Committee report
    - New Courses
        i. BUA 545 Selected Topics in Business Administration to allow cross posting
        ii. EAD 647 Organizational Learning and Development
        iii. EAD 648 Responsible Conduct for Research in Education- question by Mehdi about RCR Requirements. Compliance Office needs some syllabus revisions to hit the 10 points that they require. Open to EDD students or by permission.
            1. Grad Board asked to see the complete list of RCR Courses on our website link.
        iv. EAD 653 Statistics for Scholarly Practitioners
        v. EAD 655 Qualitative Analysis for Scholarly Practitioners.
        vi. EDT 516 Reference and Research for Digital Age Teaching, Learning and Libraries.

    - Approved with 1 abstention by Ian Mette.

3. Announcements/updates:

    - Graduate School is participating in many on campus events for recruitment: Culturefest, Open House, Career Fairs, International Coffee Hour, etc... All events are on the shared "Graduate Recruiting Calendar" – Fiona Libby reported.
        i. Great efforts at the UM System Schools – more than double the number of applications from system schools vs. this time last year.
        ii. Any events your departments have with recruiting, the Graduate School can help with swag and banners and other printed materials.

- December Mug Club – CV Writing Workshop with Career Center – Dec 5
    i. Discussed GRAD initiative and mug concept along with potential to be digital badging. (**G**rowth, **R**esilience, **A**dvancement, and **D**evelopment)
- Mug Club Tentative Ideas for Spring 2020
    i. January 23 – Welcome Back – Valentine Cards for Seniors (Resilience)
    ii. Feb 6 – Diversity and Inclusion Training w/ Anila Karunakar (Growth)
    iii. March 5 – Publications & Feedback – Student Panel – Library (Advancement)
    iv. April 1 – Part 1 of the Life after College – Adulting Series (Delivery) Job Search Strategies- Brown Bag @ Career Center
    v. April 29 – Maine Day (Resilience)

- Grant Workshop in January over winter term – working with Research Development, Library, GSG, Writing Center, and other partners.

- Friday May 8 – Unified Graduate School Commencement (all Masters, CAS, Ed Specialist, and Doctoral Candidates will attend one ceremony together – no Graduate Students on Saturday).

    - Please send all available GA, TA, RA listings to the Graduate School for listing on the Funding page. Scott Delcourt encouraged Grad Board members to send the Graduate School any assistantship posting so we can help publicize. Sandy Butler asked if there was one depositary for posting. Graduate School s working with the Career Center and Student Employment on this issue.

4. Review of program/curricular changes
    - Data Science and Engineering (DSE) planning - Shaleen Jain (DSE committee co-chair)
        a. At the request of the Provost and the VPR and Dean of the Graduate School, a committee was charged at looking into Graduate Programing in Data Science for both graduate and undergraduate. Penny Rheingans and Shaleen Jain are co-chairs of this committee.
        b. The committee met this week since there is some urgency to rapidly develop a program for a MS in DSE. A proposal has been in development for several months, and there were at least two over looked aspects. 1. Inclusion and feedback from all colleges and faculty. Proposed to discuss at faculty forum in December and follow up with an online survey. 2. Programs of this sort, continually seek to draw upon expertise across the campus, and shape the governance across departments. Penny and Shaleen are working on this by sending out invite to faculty forum and welcome Grad Board members to attend them.
        c. Discussion- The convergence within computer science, communication, engineering, and bioinformatics makes this program unique and the work force need is constantly changing/shifting. Maine Business School is also looking at a concentration.

            i. What resources are we anticipating? Scott replied that if the program requires faculty or administrative resources, this should be included in the proposal. Shaleen mentioned that higher return on investment of tuition monies, as incentive to grow these programs. UMass has a similar model and has a 50% return of tuition monies to departments. We need to move forward, UMaine is one of the last school in the Northeast to not have this program. Terry Yoo mentioned that his department rewards faculty for number of graduates who graduate in masters and PhDs. They don't get rewarded through certificates. Scott mentioned that this will need to be a continued discussion.

ii. Shaleen mentioned a need that governance aspect and guidelines be broad and robust to account for the scope of the DSE program.
iii. Shaleen mentioned that higher return on investment of tuition monies, as incentive to grow these programs. UMass has a similar model and has a 50% return of tuition monies to departments. We need to move forward, UMaine is one of the last school in the Northeast to not have this program. Terry Yoo mentioned that his department rewards faculty for number of graduates who graduate in masters and PhDs. They don't get rewarded for enrollment in graduate certificates. Scott acknowledged that this issue needs to be addressed.
iv. Andy Knightly mentioned concern from the Math department faculty regarding adequately supporting the DSE program with graduate statistics courses due to a faculty shortage.

- Graduate certificate in composite materials and structures (Masood Rais-Rohani)
  a. Strong footprint on composite materials and strong relationship with School of Forestry. There was a need to credential students who are working professionals in this interdisciplinary program. It would require 12 credits (9 graduate level and 3 undergrad (min.). A number of courses on design, engineering and science already exist within the departments, but missing a course on manufacturing and testing. They will be proposing at a later date this course to allow multiple options for graduate students.
  b. Idea is that this certificate can be offered soon within the current departments already involved in the composites center. Only one new course will need to be approved and created.
  c. Will Gramlich questioned- what is the background of these students taking these courses? M. Rais-Rohani replied that many engineering areas such as mechanical and civil as well as physics and forest resources outside of engineering. Composition of the courses provides opportunities for students across disciplines interested in the composites area. Prerequisite requirements would need to be met for the required courses.
  d. M. Tajvidi commented that Forest Resources has a concentration in materials, and this would fit in well with this program.
  e. Anne Knowles asked- do you anticipate those students enrolled in the certificate that they would also be applying it towards their undergrad or graduate master's programs. The certificate courses can also counted towards degree requirements in related graduate programs.
  f. Anne also asked if this is just another way to make more money? Masood said it wasn't in his forethought, but it would help students advance in their career advancement. S. Delcourt commented that graduate certificates originated to meet specific work force skill needs.
  g. S. Delcourt commented that there are two required core and two electives. He asked if there will be a chance of having core courses offered more regularly than just once a year to prevent any completion delays. Masood mentioned that alternative core courses would be available regularly.
  h. Motion to approve by Pat Poirier and seconded by James McClymer.
    i. Discussion- Anne Knowles questioned - Will four courses be enough? Scott commented that twelve credits is acceptable for a graduate certificate, although the total number of credits required depends on the content area.
    ii. Passed by Grad Board to move forward to VPRDGS with 1 abstention by Terry Yoo.

- MS in athletic training
    a. Planning has been in the works for several months. USM and UM currently both have BS programs in athletic training that must become MS programs. USM is due for reaccreditation for next year, but UM has another additional year. There has been a strong encouragement by the UM System Office to submit a cooperative proposal between UM, UMS and UMPI.
    b. Chris Nightingale discussed the national certification examination to practice will not recognize BS students. Students fill a void in the job market not only in athletics, but also hospitals, industrial health, etc. All faculty are in place along with resources through the KPE program. There will be new courses added and are in the planning stages.
    c. Jim McClymer mentioned that in the new AFUM contract contains wording that meets cooperative courses and shared faculty to help with transition on a system level. One issue Chris mentioned USM and UM will be offering same courses but will share courses online. For example KPE 520 could be a course listing at both universities but syllabus may be slightly differently based on faculty teaching the course.
    d. Anne Knowles asked Chris if this will this be a 5 year bachelors/masters combined program? Chris noted that there will be a three plus two option as well as a traditional MS option. UM, USM and UMPI students could all do a 3+2.
    e. Owen Smith wanted clarification on resources with the request for additional two faculty in the resource packet? Chris mentioned that he himself is transitioning back to Athletic Training. Accreditation standards need a minimum of three faculty with terminal degrees. Jim Artesani also mentioned that there is a current search is underway for an additional faculty member with a terminal degree in this field.
    f. This degree program will also have a thesis option to help faculty with research.
    Motion was made and passed with no abstentions.

- **Four new MBA concentrations** (J. Ballinger):
    These currently exist within the combined UM/USM graduate business school, but need to be formalized at UMaine as the degree granting institution. There are students on the waiting list to get into these concentrations. All courses will be offered at both campuses and online. New faculty have been hired to teach within these concentrations.

    a. **Business Analytics**- Significantly reworked as the Maine Business School (MBS) has added new faculty and community partnerships. Anne Knowles asked why it's only housed in Business if other departments have needs for analytics as well? Jamie replied that it is because we need to apply the statistical methods to a business model to teach students on how to make changes and decisions. MBS has worked with the SCIS department to get their input, and there will be cooperation in offering courses in DSE.

    b. **Sustainability -** Courses are offered outside the MBS, through Muskie and Law Schools at USM. James McClymer asked if these concentrations will only be at USM? Jamie replied that no, these electives will be offered at all three locations. Jim followed up with a questions about the institutional integrity and getting process in place to borrow courses from other universities? Scott mentioned that all courses are going through the UMaine graduate course review process. MBS faculty have already reviewed and approved these courses as well as Dean

    c. **Finance -** 12 students waiting for this opportunity. No further discussion or questions were made.

d. **Health Management & Policy** - Need for the state of Maine. Exists at USM, but not in Orono. Pat Poirier noted the need within the Nursing FNP program for these courses. Control of external courses can be complicated.

Scott mentioned that we are aware that there is also a demand for an MPH program in greater Bangor as expressed by the administration at Northern Light. We are still working on the details and potential collaboration with USM which as a MPH program.

Motion to approve by Sandy Butler and seconded by Anne. No discussion. Approved unanimously.

Scott Delcourt announced a new procedure for approval of certain academic programs – per the Provost:

Certificates and concentrations must be recommended to the Dean of the Graduate School, then to the Provost, and the UM System office for approval.

Reminder that graduate certificates should be 9-18 credits in total.

5. Enrollment management update –Fiona Libby
   - Update on CRM communication stream. Fiona handed out the flow chart to give Graduate Board an idea of the underlying logic in the communication structure. Applicants are being communicated with frequently based on where they stand in the inquiry/application process. CRM is linked to student behavior and communications are tailored to their need through this process. Regular communications is key for success. All communications to students are linked in Target X and may be viewed in the student profiles.
   - Huge project to build these automated communications. Fiona would be happy to work with programs that wish to build specific program content into the CRM.
   - Snapshot of facts and figure. Numbers look very good,

Fall 2020 Applications Started and Applications Submitted Comparison (2019 vs 2020)

Date	**11/18/2019**		
	Applications Started	Applications Submitted	Started to Submitted Conversion Rate
Fall 2019	782	163	21%
Fall 2020	1098	212	19%
Percent Change from Fall 2019	40%	30%	

- Appreciate all the help and input from graduate coordinators. Workshop on *Tips and Tricks* for Target X will be forthcoming. We are working with some departments that expressed an interest to share recruitment expenses and to grow their graduate enrollment. Because of limited resources, the Graduate School must focus on those programs with enrollment growth goals.
- We are utilizing a variety of student databases to reach out to students. Some are from free lists and others from purchased lists.
- Anne Knowles asked if we want them (graduate coordinators) to log communication in Target X? Fiona mentioned that it would be great so we have a clear record of communications that have taken place with students. She gave Anne a brief tutorial after meeting on how to blind cc Target X in emails to students..

6. Continued discussion of SVV document as it pertains to graduate studies (tabled to next meeting)

7. Items arising (none)

Meeting adjourned at 4:49 PM.

*Special thanks to guest secretary – Kathryn Rossignol.

CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on December 3rd, 2019 and recommends the following courses to the Graduate Board for approval at itsDecember 19th meeting.

New Courses:

BUA 680 Foundations of Business Intelligence and Analytics

BUA 681 Data Management and Analytics

BUA 682 Data Pre-Processing for Business Analytics

BUA 683 Information Visualization

BUA 684 Business Data Mining and Knowledge Discovery

BUA 685 Problem Solving and Decision Analysis

BUA 686 Predictive Analytics and Business Forecasting

EEL 585 Reflective Practice within MPCL Coaching

NUR 675 Philosophical Foundations and Ethical Decision Making

Frameworks for Advanced Practice Nursing*; this is being run as experimental*

Modifications

HED 580 History of Higher Education in the United States

College of Education and Human Development
School of Educational Leadership, Higher Education, and Human Development

THE UNIVERSITY OF MAINE

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MEMORANDUM

TO: Scott Delcourt, Associate Vice President for Graduate Studies/Senior Associate Dean
FROM: Kathleen Gillon, Assistant Professor of Higher Education KG
DATE: December 2, 2019
SUBJECT: Request to Change Prerequisite for HED 580

I am writing to request a minor change in the Graduate School catalog for *HED 580: History of Higher Education in the United States*. If possible, the program would like the prerequisite for HED 580 to be changed from "permission" to "Higher Education Leadership doctoral student or permission." Students who have matriculated into our program do no need permission to register for this course. This change would align the permission for this course with the permissions for all of the other core Higher Education Ph.D. courses, as published in the UMaine Graduate School catalog.

Should you have any questions, please do not hesitate to contact me at kathleen.gillon@maine.edu.

approved
11 Dec 2019

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

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

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

GRADUATE PROGRAM/UNIT Graduate School of Business

COURSE DESIGNATOR BUA COURSE NUMBER 680 EFFECTIVE SEMESTER Spring 2020

COURSE TITLE Foundations of Business Intelligence and Analytics

REQUESTED ACTION

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

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

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

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

ELIMINATION:

- [ ] Course Elimination

ENDORSEMENTS

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

Leader, Initiating Department/Unit(s)

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

College Dean(s)

Graduate School [sign and date]

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

SECTION 1 (FOR NEW COURSE PROPOSALS)

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

BUA 680: This course presents the philosophical and technical foundations of business intelligence and analytics. The philosophical principles of business intelligence and analytics are discussed. Important fundamental concepts and tools in business intelligence and analytics are introduced using a structured and integrated approach that moves from initial data collection to final decision outcome assessment. Throughout the course, conditional reasoning and logical thinking in terms of process and systems are emphasized.

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

Credit: 3

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

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

Text(s) planned for use:

Albright, S.C., & Winston, W.L. Business Analytics: *Data Analysis & Decision Making.* Cengage Learning

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

Yonggang Lu, Associate Professor of Business Analytics

Reason for new course:

A wide consensus has been reached that the better business decision making is dependent on insights gained from data. To be successful in their current or future careers, business professionals must know how to capitalize on data resources relevant to their decision-making scenarios. Thus, a foundational course on business intelligence and analytics is necessary in order to provide graduate business students a comprehensive overview of this quickly emerging field and prepare the students for future study of a variety of data analytics related topics in different business functional areas.

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.

None and not applicable.

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

This course will be offered regularly in every Fall semester. For the most part, new courses will be taught on load, but may be taught in the summer or as an overload as needed.

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

BUA 680
Foundations of Business Intelligence and Analytics
Graduate School of Business
Maine Business School
University of Maine
Term: TBD

Instructor:	Dr. Tim Lu
Office:	Law Building #602, USM Campus, Portland
Phone:	207-780-2531
Office Hours:	TBD
Email:	yonggang.lu@maine.edu

MISSION:

- The mission of the Maine Business School is to advance business knowledge, connect with our local and global communities, seek adaptive approaches for business processes, and foster a sense of professionalism, teamwork, and respect for ourselves and our constituents.

REQUIRED TEXTS:

- Albright, S. C., & Winston, W. L. *Business Analytics: Data Analysis & Decision Making*. Cengage Learning.

COURSE DESCRIPTION:

- Prerequisite: Introductory statistics course covering basics of probability or instructors permission.
- This course presents the philosophical and technical foundations of business intelligence and analytics. The philosophical principles of business intelligence and analytics are discussed. Important fundamental concepts and tools in business intelligence and analytics are introduced using a structured and integrated approach that moves from initial data collection to final decision outcome assessment. Throughout the course, conditional reasoning and logical thinking in terms of process and systems are emphasized.

LEARNING OUTCOMES:

After completing this course, students are expected to

- Demonstrate philosophical and logical thinking and basic data analysis skills that are necessary for planning and completing hands-on business analytics projects.
- Exhibit strong foundational knowledge in data analytics that prepare them for future study of related topics in different business functional areas (marketing, finance, operation, and management).

COURSE CONTENT OUTLINE:

- Unit 1: A Philosophical Framework of BI&BA
  - Concepts and principles of BI&BA
  - Introduction to Bayesian Epistemology and Inductive Reasoning Process
- Unit 2: Data Collection, Organizing and Pre-processing
  - Data and Data Collection
  - Data Organizing and Pre-processing
- Unit 3: Data Information Learning and Knowledge Discovery
  - Information vs. Knowledge
  - Categories of Business Analytics
  - Business Data Analytics
  - Machine Learning and Artificial Intelligence in Business
- Unit 4: Decision Making and Outcome Assessment
  - Foundations of Decision Analysis

- Decision Outcome Assessment

UNIVERSITY POLICIES:

- Student Conduct Code
- Student Handbook
- Student Accessibility Services
- Inclement Weather Policy

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

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

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.

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

Sexual Discrimination Reporting: The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, your teacher is required to report this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity. If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources: For confidential resources on campus: Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000. For confidential resources off campus: Rape Response Services: 1-800-871-7741 or 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/

COMMUNICATIONS SKILLS PHILOSOPHY:

- Oral and written skills (presentation, grammar, spelling, typographical layout, etc.) are an important component of this course, as such, they are also an important component in the grading criteria. For all

oral/written assignments and projects, the assessment of communication skills can account for approximately 20% of the overall assignment or project grade.

EXAM

- There will be one exam given during the semester. The exam will include short answer/essay types of questions. Material for the exams will come from the readings, lectures, discussions, articles read in class, videos, and/or presentations from guest lecturers.

ASSIGNMENTS

- There will be 3 Individual Assignments and 2 Group Assignments during the semester. The assignments will be a combination of short reports and creative designs. Each assignment is worth 50 points. All assignments should be submitted electronically via Blackboard.

ANALYTICAL BRIEFINGS

- There will be 3 Briefings during the semester, and each will be worth 50 points. Each Brief should be 3 pages or less (typed) and should include these sections: 1. Summary of content, 2. Critical Analysis / Implications / Relevance of content, 3. Personal opinion and Recommendations regarding the content. All Briefings should be submitted electronically via Blackboard.

GRADING:

- The following grading scale will be used to determine your grade at the end of the semester:

Course Requirements		Course Grading Scale
Final Exam:	100 points	92 – 100% = A
Assignments:	250 points	88 – 91% = B+
Briefings:	150 points	82 – 87% = B
Semester Project/Presentation:	200 points	78 – 81% = C+
Total:	700 points	70 – 77% = C
		Below 70% is a failing grade

THE UNIVERSITY OF MAINE

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

GRADUATE PROGRAM/UNIT Graduate School of Business

COURSE DESIGNATOR BUA COURSE NUMBER 681 EFFECTIVE SEMESTER Spring 2020

COURSE TITLE Data Management and Analytics

REQUESTED ACTION

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

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

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

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

ELIMINATION:

- [ ] Course Elimination

ENDORSEMENTS

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

Leader, Initiating Department/Unit(s)

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

J. Michael Weber

College Dean(s)

Graduate School [sign and date]

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

SECTION 1 (FOR NEW COURSE PROPOSALS)

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

BUA 681: This course introduces students to different types of data commonly collected in business settings. Students will also learn basic skills of managing and wrangling the business data using analytical techniques like structured query language and data visualization in R, an environment for statistical computing and visualization. Knowledge of basic statistics through linear regression is helpful, but not necessary. The course assumes students have had no previous exposure to computer programming.

Prerequisites & Notes
MBA student or permission from Business School Office of Graduate Programs. Must be in a graduate degree or certificate program.
BUA 601 or equivalent, or permission.
Credit: 3

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

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

Text(s) planned for use:

Zuur, A., Ieno, E.N., & Meesters, E. A Beginners Guide to R Springer Science & Business Media

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

James Suleiman, Associate Professor of Management Information Systems

Reason for new course:

A new elective course is needed for graduate students to fulfill the requirement of the new concentration area in Business Analytics in the MBA program.

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.

None and not applicable.

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

This course will be offered TBD For the most part, new courses will be taught on load, but may be taught in the summer or as an overload as needed.

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

BUA 681
Data Management and Analytics
Graduate School of Business
Maine Business School
University of Maine
Term: TBD

Instructor:	Dr. Tim Lu
Office:	Law Building #602, USM Campus, Portland
Phone:	207-780-2531
Office Hours:	TBD
Email:	yonggang.lu@maine.edu

MISSION:

- The mission of the Maine Business School is to advance business knowledge, connect with our local and global communities, seek adaptive approaches for business processes, and foster a sense of professionalism, teamwork, and respect for ourselves and our constituents.

REQUIRED TEXTS:

- Zuur, A., Ieno, E. N., & Meesters, E. *A Beginner's Guide to R*. Springer Science & Business Media.

COURSE DESCRIPTION:

- Prerequisite: BUA 601 or instructor permission
- This course introduces students to different types of data commonly collected in business settings. Students will also learn basic skills of managing and wrangling the business data using analytical techniques like structured query language and data visualization in R, an environment for statistical computing and visualization. Knowledge of basic statistics through linear regression is helpful, but not necessary. The course assumes students have had no previous exposure to computer programming.

LEARNING OUTCOMES:

After completing this course, students are expected to

- Demonstrate basic skills of manipulating data from a variety of sources and translating raw data into a format suitable for analysis
- Prove their ability of analyzing and visualizing data and integrating their analysis into beautiful reports
- Demonstrate proficiency with the R language

COURSE CONTENT OUTLINE:

- Unit 1: Introduction to analytics, R, and RStudio.
- Unit 2: Data types in R.
- Unit 3: Data cleansing and tidy data.
- Unit 4: Generating reports with knitr
- Unit 5: Missing values, visualization
- Unit 6: Time series data.
- Unit 7: Data validation
- Unit 8: Mapping and spatial data.
- Unit 9: Structured Query Language
- Unit 10: Structured web data: json, the Twitter API.
- Unit 11: Lexical analysis - regular expressions.

UNIVERSITY POLICIES:

- Student Conduct Code
- Student Handbook
- Student Accessibility Services
- Inclement Weather Policy

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

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20% of the overall assignment or project grade.

EXAM

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ANALYTICAL BRIEFINGS

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GRADING:

- The following grading scale will be used to determine your grade at the end of the semester:

Course Requirements		**Course Grading Scale**
Final Exam:	100 points	92 – 100% = A
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Semester Project/Presentation:	200 points	78 – 81% = C+
Total:	700 points	70 – 77% = C
		Below 70% is a failing grade

THE UNIVERSITY OF MAINE

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GRADUATE PROGRAM/UNIT Graduate School of Business

COURSE DESIGNATOR BUA COURSE NUMBER 682 EFFECTIVE SEMESTER Spring 2020

COURSE TITLE Data Pre-processing for Business Analytics

REQUESTED ACTION

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

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

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

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

ELIMINATION:

- [ ] Course Elimination

ENDORSEMENTS

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

Leader, Initiating Department/Unit(s)

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

College Dean(s)

Graduate School [sign and date]

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

SECTION 1 (FOR NEW COURSE PROPOSALS)

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

BUA 682: This course is designated to enhance students ' understanding of data quality problems commonly encountered in business environment, including but not limited to, missing value, noisy data and data bias. The course discusses mechanisms of these problems and their impact on data analysis and modeling results, and present how to solve these problems using different data pro-processing techniques such as imputation, integration, normalization and transformation. Students practice these techniques with business datasets using mainstream analytical software.

Prerequisites & Notes BUA 682 or Permission
MBA student or permission from Business School Office of Graduate Programs. Must be in a graduate degree or certificate program.

Credit: 3

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

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

Text(s) planned for use:

Pyle, D. *Data Preparation for Data Mining.* Morgan Kaufmann

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

Yonggang Lu, Associate Professor of Business Analytics

Reason for new course:

A new elective course is needed for graduate students to fulfill the requirement of the new concentration area in Business Analytics in the MBA program.

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.

None and not applicable.

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

This course will be offered regularly in every Fall semester. For the most part, new courses will be taught on load, but may be taught in the summer or as an overload as needed.

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

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BUA 682
Data Pre-processing for Business Analytics
Graduate School of Business
Maine Business School
University of Maine
Term: TBD

Instructor:	Dr. Tim Lu
Office:	Law Building #602, USM Campus, Portland
Phone:	207-780-2531
Office Hours:	TBD
Email:	yonggang.lu@maine.edu

MISSION:

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REQUIRED TEXTS:

- Pyle, D. *Data Preparation for Data Mining*. Morgan Kaufmann.

COURSE DESCRIPTION:

- Prerequisite: BUA 601 or instructor permission
- This course is designated to enhance students' understanding of data quality problems commonly encountered in business environment, including but not limited to, missing value, noisy data and data bias. The course discusses mechanisms of these problems and their impact on data analysis and modeling results, and present how to solve these problems using different data pre-processing techniques such as imputation, integration, normalization and transformation. Students practice these techniques with business datasets using mainstream analytical software.

LEARNING OUTCOMES:

After completing this course, students are expected to

- Demonstrate ability to identify significant data quality problems in business data collection, especially large-scale data, using different analytical methods
- Evidence a good understanding of underlying causes of the data quality problems
- Demonstrate skills of applying appropriate analytical techniques to solve the problems and produce preprocessed data in a ready-to-analyze state.

COURSE CONTENT OUTLINE:

- Unit 1: Essentials of Data and Business Analytics
  - Data, dataset, database and data information
  - Categories of Business Analytics
- Unit 2: The Nature of Data and Data Pre-processing Process
  - Data, Dataset, Database and Data Information
  - Common Data Quality Issues
  - Analytical Tools and Data Pre-processing
  - Data Pre-processing as a Process
- Unit 3: Data Pre-processing Basic Models
  - Normalization and Transformation
  - Sampling, Variability and Confidence

    - Handing Non-numerical Data
- Unit 4: Dealing with Missing Values
    - Simple Techniques for Missing Data
    - Maximum Likelihood Imputation Methods
- Unit 5: Dealing with Noisy Data
    - Noise Detection
    - Noise Filtering
- Unit 6: Data Reduction
    - The Curse of Dimensionality
    - Feature Selection

UNIVERSITY POLICIES:

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- Student Handbook
- Student Accessibility Services
- Inclement Weather Policy

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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.

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off campus: Rape Response Services: 1-800-871-7741 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/

COMMUNICATIONS SKILLS PHILOSOPHY:

- Oral and written skills (presentation, grammar, spelling, typographical layout, etc.) are an important component of this course, as such, they are also an important component in the grading criteria. For all oral/written assignments and projects, the assessment of communication skills can account for approximately 20% of the overall assignment or project grade.

EXAM

- There will be one exam given during the semester. The exam will include short answer/essay types of questions. Material for the exams will come from the readings, lectures, discussions, articles read in class, videos, and/or presentations from guest lecturers.

ASSIGNMENTS

- There will be 3 Individual Assignments and 2 Group Assignments during the semester. The assignments will be a combination of short reports and creative designs. Each assignment is worth 50 points. All assignments should be submitted electronically via Blackboard.

ANALYTICAL BRIEFINGS

- There will be 3 Briefings during the semester, and each will be worth 50 points. Each Brief should be 3 pages or less (typed) and should include these sections: 1. Summary of content, 2. Critical Analysis / Implications / Relevance of content, 3. Personal opinion and Recommendations regarding the content. All Briefings should be submitted electronically via Blackboard.

GRADING:

- The following grading scale will be used to determine your grade at the end of the semester:

Course Requirements		**Course Grading Scale**
Final Exam:	100 points	92 – 100% = A
Assignments:	250 points	88 – 91% = B+
Briefings:	150 points	82 – 87% = B
Semester Project/Presentation:	200 points	78 – 81% = C+
Total:	700 points	70 – 77% = C
		Below 70% is a failing grade

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

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GRADUATE PROGRAM/UNIT Graduate School of Business

COURSE DESIGNATOR BUA COURSE NUMBER 683 EFFECTIVE SEMESTER Spring 2020

COURSE TITLE Information Visualization

REQUESTED ACTION

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

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

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

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

ELIMINATION:

- [ ] Course Elimination

ENDORSEMENTS

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

Leader, Initiating Department/Unit(s)

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

College Dean(s)

Graduate School [sign and date]

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

SECTION 1 (FOR NEW COURSE PROPOSALS)

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

BUA 693: This course presents a variety of data visualization techniques to graphically summarize business data information. Students will learn to create charts, maps, and other visualizations to create effective graphical displays of business data that tell meaningful business stories. Students will also learn to critically evaluate examples from print media and the Internet after learning the foundations of information visualization.

Prerequisites & Notes
MBA student or permission from Business School Office of Graduate Programs. Must be in a graduate degree or certificate program.
BUA 601 or equivalent, or permission.
Credit: 3

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

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

Text(s) planned for use:

Few, Stephen. *Show Me the Numbers: Designing Tables and Graphs to Enlighten*
ggplot2: Elegant Graphics for Data Analysis

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

Professor Suleiman, Associate Professor of Management Information Systems

Reason for new course:

A new elective course is needed for graduate students to fulfill the requirement of the new concentration area in Business Analytics in the MBA program.

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.

None and not applicable.

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

This course will be offered TBD For the most part, new courses will be taught on load, but may be taught in the summer or as an overload as needed.

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:

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Reason for Elimination

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BUA 683
Information Visualization
Graduate School of Business
Maine Business School
University of Maine
Term: TBD

Instructor:	Dr. Tim Lu
Office:	Law Building #602, USM Campus, Portland
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REQUIRED TEXTS:

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COURSE DESCRIPTION:

- Prerequisite: BUA 601 or instructor permission
- This course presents a variety of data visualization techniques to graphically summarize business data information. Students will learn to create charts, maps, and other visualizations to create effective graphical displays of business data that tell meaningful business stories. Students will also earn to critically evaluate examples from print media and the Internet after learning the foundations of information visualization.

LEARNING OUTCOMES:

After completing this course, students are expected to

- Evidence a good understanding of why visualization matters and how to truthfully represent data visually
- Demonstrate skills of using visualization to support decision making and critical thinking
- Evidence a good understanding of the grammar of graphics and how to select appropriate visualizations
- Prove proficiency in creating static and interactive visualizations for a variety of disciplines
- Demonstrate skills of building a narrative structure with visualizations combined with writing and the spoken word
- Exhibit awareness and respect of human perception and its impact on design

COURSE CONTENT OUTLINE:

- Unit 1: Introduction to visualization and base graphics.
- Unit 2: Simple statistics, tables and graphs, ggplot2 grammar
- Unit 3: Perception and color, ggplot2 data
- Unit 4: Graphs, ggplot2 aesthetics and geometries
- Unit 5: General design for communication. Table design.
- Unit 7: General and component level design.
- Unit 8: Multiple measures and common errors
- Unit 9: Shiny package

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- The following grading scale will be used to determine your grade at the end of the semester:

Course Requirements		**Course Grading Scale**
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GRADUATE PROGRAM/UNIT Graduate School of Business

COURSE DESIGNATOR BUA COURSE NUMBER 684 EFFECTIVE SEMESTER Spring 2020

COURSE TITLE Business Data Mining and Knowledge Discovery

REQUESTED ACTION

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

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

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

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

ELIMINATION:

- [ ] Course Elimination

ENDORSEMENTS

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

Leader, Initiating Department/Unit(s)

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

College Dean(s)

Graduate School [sign and date]

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

SECTION 1 (FOR NEW COURSE PROPOSALS)

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

BUA 684: This course introduces students to a variety of cutting-edge data mining methods for the purposes of supervised learning and unsupervised learning. Students will apply these methods to analyze data in different business functional areas such as marketing, accounting/finance, operation, and management across industry sectors. The course emphasis is on learning valuable data information from the data analysis results and discovering interpretable and meaningful knowledge that can support better business decision making. Mainstream analytical software is used intensively to analyze real business datasets.

Prerequisites & Notes
BUA 684 or Permission
MBA student or permission from Business School Office of Graduate Programs. Must be in a graduate degree or certificate program.

Credit: 3

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

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

Text(s) planned for use:

Han, J., Pei, J., & Kamber, M. *Data Mining: Concepts and Techniques*. Elsevier

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

Yonggang Lu, Associate Professor of Business Analytics

Reason for new course:

A new elective course is needed for graduate students to fulfill the requirement of the new concentration area in Business Analytics in the MBA program.

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.

None and not applicable.

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

This course will be offered regularly in every Spring semester. For the most part, new courses will be taught on load, but may be taught in the summer or as an overload as needed.

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

BUA 684
Business Data Mining and Knowledge Discovery
Graduate School of Business
Maine Business School
University of Maine
Term: TBD

Instructor:	Dr. Tim Lu
Office:	Law Building #602, USM Campus, Portland
Phone:	207-780-2531
Office Hours:	TBD
Email:	yonggang.lu@maine.edu

MISSION:

- The mission of the Maine Business School is to advance business knowledge, connect with our local and global communities, seek adaptive approaches for business processes, and foster a sense of professionalism, teamwork, and respect for ourselves and our constituents.

REQUIRED TEXTS:

- Han, J., Pei, J., & Kamber, M. *Data Mining: Concepts and Techniques*. Elsevier.

COURSE DESCRIPTION:

- Prerequisite: BUA 601 or instructor permission
- This course introduces students to a variety of cutting-edge data mining methods for the purposes of supervised learning and unsupervised learning. Students will apply these methods to analyze data in different business functional areas such as marketing, accounting/finance, operation, and management across industry sectors. The course emphasis is on learning valuable data information from the data analysis results and discovering interpretable and meaningful knowledge that can support better business decision making. Mainstream analytical software is used intensively to analyze real business datasets.

LEARNING OUTCOMES:

After completing this course, students are expected to

- Demonstrate skills of analyzing large data collection in different business functional areas using popular supervised/unsupervised learning methods for the ultimate purpose of supporting better business decision making
- Prove proficiency at learning valuable information and discovering meaningful knowledge from data mining results and, also importantly, communicating the information and the knowledge efficiently and effectively with general business audiences.

COURSE CONTENT OUTLINE:

- Unit 1: Introduction to Data Mining
  - What is Data Mining?
  - Categories of Data Mining
  - Business Data Mining Process
- Unit 2: Unsupervised Learning
  - Unsupervised Learning and Its Business Applications
  - Clustering Analysis
  - Principle Component Analysis
  - Association Learning
- Unit 3: Supervised Learning

- Supervised Learning and Its Business Applications
- Regression-based Learning Methods
- Tree-based Learning Methods
- Network-based Learning Methods

- Unit 4: Artificial Intelligence
  - Deep learning and Artificial neural networks

UNIVERSITY POLICIES:

- Student Conduct Code
- Student Handbook
- Student Accessibility Services
- Inclement Weather Policy

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

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complete list of services at http://www.umaine.edu/osavp/

COMMUNICATIONS SKILLS PHILOSOPHY:

- Oral and written skills (presentation, grammar, spelling, typographical layout, etc.) are an important component of this course, as such, they are also an important component in the grading criteria. For all oral/written assignments and projects, the assessment of communication skills can account for approximately 20% of the overall assignment or project grade.

EXAM

- There will be one exam given during the semester. The exam will include short answer/essay types of questions. Material for the exams will come from the readings, lectures, discussions, articles read in class, videos, and/or presentations from guest lecturers.

ASSIGNMENTS

- There will be 3 Individual Assignments and 2 Group Assignments during the semester. The assignments will be a combination of short reports and creative designs. Each assignment is worth 50 points. All assignments should be submitted electronically via Blackboard.

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- There will be 3 Briefings during the semester, and each will be worth 50 points. Each Brief should be 3 pages or less (typed) and should include these sections: 1. Summary of content, 2. Critical Analysis / Implications / Relevance of content, 3. Personal opinion and Recommendations regarding the content. All Briefings should be submitted electronically via Blackboard.

GRADING:

- The following grading scale will be used to determine your grade at the end of the semester:

Course Requirements		**Course Grading Scale**
Final Exam:	100 points	92 – 100% = A
Assignments:	250 points	88 – 91% = B+
Briefings:	150 points	82 – 87% = B
Semester Project/Presentation:	200 points	78 – 81% = C+
Total:	700 points	70 – 77% = C
		Below 70% is a failing grade

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

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GRADUATE PROGRAM/UNIT Graduate School of Business

COURSE DESIGNATOR BUA COURSE NUMBER 685 EFFECTIVE SEMESTER Spring 2020

COURSE TITLE Problem Solving and Decision Analysis

REQUESTED ACTION

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

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

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

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

ELIMINATION:

- [ ] Course Elimination

ENDORSEMENTS

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

Leader, Initiating Department/Unit(s)

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

J. Michael Weber Digitally signed by J. Michael Weber Date: 2019.12.02 10:14:26 -05'00'

College Dean(s)

Graduate School [sign and date]

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

SECTION 1 (FOR NEW COURSE PROPOSALS)

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

BUA 685: This course is dual-focused on business problem formulation and decision analysis. First, the course introduces students to a variety of ways to formulate a business problem and identify its decision alternatives using systems thinking and process thinking. Second, the course presents core concepts and techniques for conducting data-driven decision analysis (e.g. utility/objective function, linear/nonlinear optimization, and simulation optimization) with the purpose of recommending optimal decision options by taking advantage of the results of predictive analytics.

Prerequisites & Notes
BUA 685 or Permission
MBA student or permission from Business School Office of Graduate Programs. Must be in a graduate degree or certificate program.

Credit 3

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

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

Text(s) planned for use:

Decision Analysis for Management Judgment, Goodwin, P., Wright, G., Phillips, L.D. Chichester: Wiley.

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

Yonggang Lu, Associate Professor of Business Analytics

Reason for new course:

A new elective course is needed for graduate students to fulfill the requirement of the new concentration area in Business Analytics in the MBA program.

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.

None and not applicable.

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

This course will be offered regularly in every Fall semester. For the most part, new courses will be taught on load, but may be taught in the summer or as an overload as needed.

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

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BUA 685
Problem Formulation and Decision Analysis
Graduate School of Business
Maine Business School
University of Maine
Term: TBD

Instructor:	Dr. Tim Lu
Office:	Law Building #602, USM Campus, Portland
Phone:	207-780-2531
Office Hours:	TBD
Email:	yonggang.lu@maine.edu

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REQUIRED TEXTS:

- Goodwin, P., Wright, G., & Phillips, L. D. *Decision Analysis for Management Judgment.* Chichester: Wiley.

COURSE DESCRIPTION:

- Prerequisite: Principles of Micro/Macro Economics; BUA 601 or instructor permission
- This course is dual focused on business problem formulation and decision analysis. First, the course introduces students to a variety of ways to formulate a business problem and identify its decision alternatives using systems thinking and process thinking. Second, the course presents core concepts and techniques for conducting data-driven decision analysis (e.g. utility/objective function, linear/nonlinear optimization, and simulation optimization) with the purpose of recommending optimal decision options by taking advantage of the results of predictive analytics.

LEARNING OUTCOMES:

After completing this course, students are expected to

- Prove knowledge of various problem formulation methodologies
- Exhibit ability to implement the methods to define business problems using systems and process thinking
- Evidence a good understanding of fundamental concepts and important considerations behind decision analysis in the business environment.
- Demonstrate skills of applying popular analytical techniques to conduct business decision analysis based on the results of predictive analytics.

COURSE CONTENT OUTLINE:

- Unit 1: Systems Thinking
- Unit 2: Process Thinking
- Unit 3: Business Problem Formulation
- Unit 4: Basics of Economic Utility Theory
- Unit 5: Decision Analysis Fundamentals
- Unit 6: Decision Optimization
- Unit 7: Linear programming
- Unit 8: Nonlinear programming
- Unit 9: Simulation-based Optimization
- Unit 10: Bayesian Networks

- Unit 10: Bayesian Networks

UNIVERSITY POLICIES:

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- Student Handbook
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COMMUNICATIONS SKILLS PHILOSOPHY:

- Oral and written skills (presentation, grammar, spelling, typographical layout, etc.) are an important component of this course, as such, they are also an important component in the grading criteria. For all

oral/written assignments and projects, the assessment of communication skills can account for approximately 20% of the overall assignment or project grade.

EXAM

- There will be one exam given during the semester. The exam will include short answer/essay types of questions. Material for the exams will come from the readings, lectures, discussions, articles read in class, videos, and/or presentations from guest lecturers.

ASSIGNMENTS

- There will be 3 Individual Assignments and 2 Group Assignments during the semester. The assignments will be a combination of short reports and creative designs. Each assignment is worth 50 points. All assignments should be submitted electronically via Blackboard.

ANALYTICAL BRIEFINGS

- There will be 3 Briefings during the semester, and each will be worth 50 points. Each Brief should be 3 pages or less (typed) and should include these sections: 1. Summary of content, 2. Critical Analysis / Implications / Relevance of content, 3. Personal opinion and Recommendations regarding the content. All Briefings should be submitted electronically via Blackboard.

GRADING:

- The following grading scale will be used to determine your grade at the end of the semester:

Course Requirements		**Course Grading Scale**
Final Exam:	100 points	92 – 100% = A
Assignments:	250 points	88 – 91% = B+
Briefings:	150 points	82 – 87% = B
Semester Project/Presentation:	200 points	78 – 81% = C+
Total:	700 points	70 – 77% = C
		Below 70% is a failing grade

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

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

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GRADUATE PROGRAM/UNIT Graduate School of Business

COURSE DESIGNATOR BUA COURSE NUMBER 686 EFFECTIVE SEMESTER Spring 2020

COURSE TITLE Predictive Analytics and Business Forecasting

REQUESTED ACTION

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

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

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

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

ELIMINATION:

- [ ] Course Elimination

ENDORSEMENTS

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

Leader, Initiating Department/Unit(s)

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

College Dean(s)

Graduate School [sign and date]

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

SECTION 1 (FOR NEW COURSE PROPOSALS)

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

BUA 688: This course presents a set of topics in developing analytical methodologies that make prediction and forecasting about future events of interest to individual business and industry in general. Students are introduced to managerial techniques and analytical models that reveal valuable relationships in economic and business data for supporting short-term and long-term planning. Students will learn how to build the models, how to interpret the predictions and forecasts produced from the models, and how to evaluate the reliability of the model results.

Prerequisites & Notes
MBA student or permission from Business School Office of Graduate Programs. Must be in a graduate degree or certificate program.
BUA 601 or equivalent, or permission.
Credit: 3

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

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

Text(s) planned for use:

Ord, K., & Fildes, R. *Principles of Business Forecasting.* *Nelson Education.*

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

TBD

Reason for new course:

A new elective course is needed for graduate students to fulfill the requirement of the new concentration area in Business Analytics in the MBA program.

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.

None and not applicable.

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

This course will be offered TBD For the most part, new courses will be taught on load, but may be taught in the summer or as an overload as needed.

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

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BUA 686
Predictive Analytics and Business Forecasting
Graduate School of Business
Maine Business School
University of Maine
Term: TBD

Instructor:	Dr. Tim Lu
Office:	Law Building #602, USM Campus, Portland
Phone:	207-780-2531
Office Hours:	TBD
Email:	yonggang.lu@maine.edu

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REQUIRED TEXTS:

- Ord, K., & Fildes, R. *Principles of business forecasting*. Nelson Education.

COURSE DESCRIPTION:

- Prerequisite: BUA 601 or instructor permission
- This course presents a set of topics in developing analytical methodologies that make prediction and forecasting about future events of interest to individual business and industry in general. Students are introduced to managerial techniques and analytical models that reveal valuable relationships in economic and business data for supporting short-term and long-term planning. Students will learn how to build the models, how to interpret the predictions and forecasts produced from the models, and how to evaluate the reliability of the model results.

LEARNING OUTCOMES:

After completing this course, students are expected to

- Demonstrate skills of developing forecasts using naïve, averaging, and smoothing models and evaluating the forecasts for accuracy and parsimony.
- Demonstrate ability to prepare regression-based predictions.
- Exhibit ability to collect appropriate data for a given forecasting/prediction problem.

COURSE CONTENT OUTLINE:

Part I: Basics of economic and business forecasting and time series data
- Forecasting, the Why and the How
- Basic Tools for Forecasting

Part II: Economic and Business forecasting methods
- Forecasting Trends: Exponential Smoothing
- Seasonal Series: Forecasting and Decomposition

Part III: Economic and Business forecasting models
- State-Space Models for Time Series
- Autoregressive Integrated Moving Average (ARIMA) Models
- Simple Regression for Forecasting
- Multiple Regression for Time Series

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Sexual Discrimination Reporting: The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, your teacher is required to report this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity. If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources: For confidential resources on campus: Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000. For confidential resources off campus: Rape Response Services: 1-800-871-7741 or 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/

COMMUNICATIONS SKILLS PHILOSOPHY:

- Oral and written skills (presentation, grammar, spelling, typographical layout, etc.) are an important component of this course, as such, they are also an important component in the grading criteria. For all oral/written assignments and projects, the assessment of communication skills can account for approximately 20% of the overall assignment or project grade.

EXAM

- There will be one exam given during the semester. The exam will include short answer/essay types of questions. Material for the exams will come from the readings, lectures, discussions, articles read in class, videos, and/or presentations from guest lecturers.

ASSIGNMENTS

- There will be 3 Individual Assignments and 2 Group Assignments during the semester. The assignments will be a combination of short reports and creative designs. Each assignment is worth 50 points. All assignments should be submitted electronically via Blackboard.

ANALYTICAL BRIEFINGS

- There will be 3 Briefings during the semester, and each will be worth 50 points. Each Brief should be 3 pages or less (typed) and should include these sections: 1. Summary of content, 2. Critical Analysis / Implications / Relevance of content, 3. Personal opinion and Recommendations regarding the content. All Briefings should be submitted electronically via Blackboard.

GRADING:

- The following grading scale will be used to determine your grade at the end of the semester:

Course Requirements		**Course Grading Scale**
Final Exam:	100 points	92 – 100% = A
Assignments:	250 points	88 – 91% = B+
Briefings:	150 points	82 – 87% = B
Semester Project/Presentation:	200 points	78 – 81% = C+
Total:	700 points	70 – 77% = C
		Below 70% is a failing grade

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

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

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

GRADUATE PROGRAM/UNIT **Literacy Department, COEHD**

COURSE DESIGNATOR **EEL** COURSE NUMBER **585** EFFECTIVE SEMESTER **Spring 2020**

COURSE TITLE **Reflective Practice within MPCL Coaching**

REQUESTED ACTION

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

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

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

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

ELIMINATION:

- [ ] Course Elimination

ENDORSEMENTS

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

Leader, Initiating Department/Unit(s)

College(s) Curriculum Committee Chair(s) [illegible]

College Dean(s)

Graduate School [sign and date]

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

SECTION 1 (FOR NEW COURSE PROPOSALS)

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

EEL 585 Reflective Practice within MPCL Coaching
Prerequisites: EEL 580 & 581Theoretical Perspectives within MPCL Coaching – Part I & II and EEL 582 & 583 Clinical Practices in MPCL Coaching – Part I & II OR permission
Credits: 3 graduate credits

This one semester hybrid course is designed to prepare school based coaches who work within defined grade spans across a Pre-K to grade 12 continuum within Maine Partnerships in Comprehensive Literacy (MPCL) schools. In this seminar and field based course, participants will actively engage in investigating reflective practice to enhance current understandings about effective literacy learning and teaching at the school and classroom level. Participants will use MPCL theoretical perspectives and clinical practice to expand their understanding of reflective practice, action research and coaching in the context of literacy learning. Throughout the course participants will have the opportunity to engage in shared inquiry around a range of topics. Participants will also explore the power of reflection in extending their own learning and enhancing the learning of colleagues.

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:

Farrell, T.S., (2004). Reflective practice in action. Thousand Oaks, CA: Corwin.

York-Barr, J. Sommers, W.A., Ghere, G.S., & Montie, J. (2016). Reflective practice for renewing schools. An action guide for educators (3rd ed.), Thousand Oaks, CA: Corwin Press.

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

Debra Lewis Hogate, Ph.D.
Trainer, Maine Partnerships in Comprehensive Literacy

Reason for new course:

Request from the field.

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

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

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

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

No other departments/programs are affected by 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?

Once a year during the spring semester. No overflow salary 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 modifications:

SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination:

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

12.10.19

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

EEL 585: Reflective Practice within MPCL Coaching
Spring 2020

Instructor: Debra Lewis Hogate, Ph.D.
Trainer, Maine Partnerships in Comprehensive Literacy
debra.hogate@maine.edu
207-474-8065 (home)
207-431-0837 (cell)

Office Hours: By appointment

Class Dates, Time & Location: To Be Announced

Pre-requisites: EEL 580 & 581Theoretical Perspectives within MPCL Coaching – Part I & II and EEL 582 & 583 Clinical Practices in MPCL Coaching – Part I & II OR permission

Course Credit: 3 graduate credits

Course Description and Goals

This one semester hybrid course is designed to prepare school based coaches who work within defined grade spans across a Pre-K to grade 12 continuum within Maine Partnerships in Comprehensive Literacy (MPCL) schools. In this seminar and field based course, participants will actively engage in investigating reflective practice to enhance current understandings about effective literacy learning and teaching at the school and classroom level. Participants will use MPCL theoretical perspectives and clinical practice to expand their understanding of reflective practice, action research and coaching in the context of literacy learning. Throughout the course participants will have the opportunity to engage in shared inquiry around a range of topics. Participants will also

explore the power of reflection in extending their own learning and enhancing the learning of colleagues.

Coaches will participate in on-campus and Zoom class sessions with the Trainer. In addition, at least one clinical coaching session will be scheduled during the semester. The focus of the session will be on the coaches' reflective practice at the school and professional level.

Each class session will present opportunities for participants to engage actively in discussions supporting new understandings of action research, a high form of reflective practice. Participants will observe and analyze teaching and learning in a variety of settings, engage in shared inquiry around a variety of topics, and discuss action research opportunities.

Course Objectives and Learning Outcomes
Upon completion of this course, participants will develop:

Positive attitudes toward:

- The power of action research as a vehicle for reflective practice
- The power of personal reflection for strengthening learning, teaching and the coaching of colleagues
- Observation as a tool for assessing literacy competencies and informing curriculum and instruction
- Change as a process for extending and enhancing the learning of students and colleagues within a systems design
- Colleagues and students as respected and valued participants in learning
- Learning as a lifelong process

Knowledge and understanding of:

- The role of systematic observation and reflective practice in action research
- Design implementation and evaluation of reflective practices within a cognitive apprenticeship model of literacy learning and teaching
- The power of personal reflection for strengthening learning, teaching and the coaching of colleagues
- Contemporary perspectives on leadership, adult learning and the coaching of teachers
- Researcher as an agent of change
- Change as a process for extending and enhancing the learning of students and colleagues within a systems design

Effective processes and skills in:

- Creating an action research plan as a vehicle for reflective practice

- Observing student and colleague behaviors
- Engaging in reflective practice
- Engaging in reflective practice with a partner, in small group and as part of a team
- Designing and implementing professional development
- Coaching to sustain professional development

Course Topics

Areas of exploration and discussion will promote an understanding of:

- Reflective practice for continuous learning
- A theory of reflective practice
- Fundamentals of reflective practice
- Individual reflective practice
- Reflective practice with partners
- Reflective practice in small groups and teams
- Schoolwide reflective practice
- Data collection
- Data transcription and analysis
- Action research for reflective practice
- Implementing high-quality professional development
- Enabling professional development through coaching
- Supporting lasting change

Course Requirements

During this program of study, participants will:

- Attend all class sessions and participate with colleagues around learning opportunities
- Complete all assigned readings and reflective practice activities
- Compile reflective activities
- Create a proposal for a collaborative action research project in an important literacy area
- Create a PDF handout of one activity from your Professional Portfolio

Assignments

Prepare a Professional Portfolio of Reflective Experiences. Complete all assignments for the appropriate sections. Write a reflective analysis of your overall work on the Professional Portfolio. The Portfolio Rubric matches the assessment rubric and should be used to plan, organize and self-assess your performance before submitting your portfolio.

1. **Read, analyze, discuss and apply** a range of literature; take notes, write questions, annotate, reread, link ideas within and across texts, and apply your learning to professional experiences. Read for two purposes: (a) to synthesize concepts into big ideas across multiple sources as related to a theory of reflective practice in

professional growth, and (b) to identify concrete information and resource tools that can be applied directly to professional practice. Use the format in *Reflective Practice* (2004) at the end of each chapter as a template for reflection on your learning. These areas include (a) big ideas, (b) insights, (c) questions, and (d) future actions. (20 points)

2. **Complete** the following reflective practice learning activities. Write a summary of each activity upon completion of the activity. Each summary should focus on the purpose of the activity, what was revealed and a reflection on personal learning as a result of engaging in the activity. Organize the activities into a *Reflective Portfolio of Professional Learning*. (40 points)

   Becoming a Skillful Observer Part I: Become a good observer of how reflection looks in action. Reflection (mindfulness) is a natural process of making meaning, and it occurs in any situation where people are seeking to understand something. The first activity is to observe how people interact around common learning events. Over the next two weeks, carry a reflection notebook with you and record observations of what people (family, friends, students, strangers, anyone) do when they attempt to solve problems in order to understand something. Record explicit examples of language behaviors and categorize them according to the three levels of reflection (Level 1- observable or practical level; Level 2 – theoretical or conceptual; Level 3 – moral or ethical). Systematic observation promotes metacognition, and this is the first step in designing observations that promote reflective practice in school.

   Becoming a Skillful Observer Part II: The next step is to observe reflective (mindful) thinking in an educational setting. Seek permission to audiotape the session and listen systematically for evidence of the levels of reflection. Throughout the semester, you will continue to refine your knowledge and skills for promoting reflective practice in school. Write a reflective analysis of the Becoming a Skillful Observer Part I & Part II activities. Written Analysis #1

   Engaging in Reflective Practice: Select one reflective activity from Farrell's Reflective Practice in Action (Chapters 5-9) and engage with a teaching partner or small group of teachers on this activity. Some examples include teacher study group, dialogue journal, classroom observations, critical friend, teaching portfolio or action research project (pp. 31-33) Write a reflective analysis of the activity. Written Analysis #2

   Hosting a Book Study: Plan and conduct a book study with teachers around a professional text of an important issue in literacy education. Design a template for planning all activities, including format (face-to-face, teleconferencing, online) scheduling (meet at least three times), group norms, initiating actions, and such. Write a reflective analysis of the activity. Written Analysis #3

Hosting a Virtual Book Discussion: Plan and conduct a (virtual) book discussion around a popular fiction novel for adolescent readers. Create a planning schedule (meet at least 3 times), group norms, initiating actions and procedures. Video record the (virtual) sessions and critique the quality of the group interactions. Written Analysis #4

Planning an Action Research Project: Create a proposal for a collaborative action research project in an important literacy area (Due at end of semester). Written Analysis #5

Analyzing an Instructional Interaction: Coach/teach a colleague a new strategy or procedure. Audio or video record the session and transcribe the interaction. Code and analyze your language with specific references to Reflective Practice (York-Barr) and resources from class (Due at end of semester). Written Analysis #6

3. **Compile** the reflective activities into a Professional Portfolio based on the portfolio rubric, critically analyze your work (based on the rubric criteria), including areas where you did exceptional work and your areas of professional growth. Also, reflect on your personal learning from the activities and your participation in the class. Convert the portfolio to a PDF file. (30 points)

4. **Share** one activity from your Professional Portfolio on the last night of class. Prepare a handout for your classmates. (10 points)

Course Grading
A 93-100 points A- 90-92 points B+ 87-89 points B 83-86 points B- 80-82 points
F less than 80 points

Incomplete Grades
A grade of *I* (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all of the work required to earn credit by the end of the course. The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the course in which the incomplete was granted. An *I* remain on the transcript permanently if not resolved or if a written request for an extension is not approved within the time period for removing the incomplete. A request for an exception to regulation to extend an incomplete beyond one year must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. The request should note the circumstances necessitating the extension, the work that remains unfinished, and a specific deadline for completion. An extension will be granted only under unusual circumstances. For grades of *I,* it is the

student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

The Assessment Rubric (see attached) documents the teacher's professional growth related to the following InTASC Model Core Teaching Standards and Learning Progressions for Teachers:

InTASC Standard 3: Learning Environments

- The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interactions, active engagement in learning, and self-motivation.

InTASC Standard 4: Content Knowledge

- The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to secure mastery of the content.

InTASC Standard 9: Professional Learning and Ethical Practice

- The teacher collaborates with colleagues to collectively reflect upon, analyze, and improve individual and collective practice to address learner, school, and professional needs.

Required Texts

Grades PreK-12

Farrell, T.S., (2004). *Reflective practice in action.* Thousand Oaks, CA: Corwin.

York-Barr, J. Sommers, W.A., Ghere, G.S., & Montie, J. (2016). *Reflective practice for renewing schools: An action guide for educators (3rd ed.),* Thousand Oaks, CA: Corwin Press.

Required Resources

Ferrance, E. (2000). *Action research.* Northeast and Islands Regional Educational Laboratory at Brown University.
https://www.brown.edu/academics/education-alliance/sites/brown.edu.academics.education-alliance/files/publications/act_research.pdf

Hattie, J. Chart of Effect Sizes in Teacher Influences.
https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/

Additional Supplemental Resources

Dorn, L.J., Forbes, S., Poparad, M., & Schubert, B. (2015). *Changing minds, changing schools: A comprehensive literacy model for school improvement.* Los Angeles,

CA: Hameray.

Glickman, C.D. (2002). *Leadership for learning: How to help teaches succeed.* Alexandria, VA: ASCD.

Knight, J. (2015). *Better conversations: Coaching ourselves and each other to be credible, caring, and connected.* Thousand Oaks, CA: Corwin.

Osterman, K.F, & Kottkamp, R.B. (2004). *Reflective practices for educators (2nd ed.).*

University Policies:

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

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

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.

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sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, **your teacher is required to report** this information to Title IX Student Services or the Office of Equal Opportunity.

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12.10.19

Assessment Rubric for **EEL 585: Reflective Practice within MPCL Coaching**
Spring 2020

Teacher: _____ Date: _____ Total Points: _____ Grade: _____

Assessment of progress in three areas: Learning Environments, Content Knowledge and Professional Learning & Ethical Practice. Each area will be evaluated on a scale as noted.

InTASC & ISTE Standards	Performance Levels & Ratings			
	Distinguished	Proficient	Basic	Unsatisfactory
Descriptors →	Evidence demonstrates extensive knowledge of and sophisticated skills related to the standard.	Evidence demonstrates solid knowledge of and consistent skills related to the standard.	Evidence either demonstrates partial knowledge of and/or skills related to the standard, or the evidence demonstrates inconsistent knowledge of and/or skills related to the standard	Evidence is either insufficient to demonstrate knowledge of and/or skills related to the standard, or the evidence demonstrates a lack of knowledge of and/or skills related to the standard.
LEARNING ENVIRON-MENTS Read, Analyze, Discuss & Apply				
InTASC Standard #3 Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interactions, active engagement in learning, and self motivation. **Read, Analyze, Discuss & Apply**	Preparation for class and participation in class discussions and activities demonstrates that the teacher consistently read and deeply reflected upon all assigned materials prior to class. The teacher offers analysis, synthesis and evaluation of materials in a way that links ideas within and across texts. Teacher continually evaluates his/her own choices and actions using evidence of effects on others to a very high degree. **20**	Preparation for class and participation in class discussions and activities demonstrates that the teacher read and reflected upon all assigned materials prior to class. The teacher offers interpretaitons and analysis of materials that link ideas. Teacher evaluates his/her own choices and actions using evidence of effects on others to a high degree. **18**	Preparation for class and participation in class discussions and activities demonstrates that the teacher read and somewhat reflected upon assigned materials prior to class.The teacher offers straightforward information from materials without elaboration. Teacher at times monitors his/her own choices and actions using evidence of effects on others.	Preparation for class and participation in class discussions and activities demonstrates that the teacher did not reflect upon all assigned materials prior to class. The teacher offers minimal information or ideas from materials. The teacher does not monitor his/her own choices and actions using evidence of effects on others. **12**

			14	
InTASC & ISTE Standards	Distinguished	Proficient	Basic	Unsatisfactory
CONTENT KNOWLEDGE: Six Activities & Analysis				
InTASC Standard #4 Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to secure mastery of the content.	Discription and analysis of six reflective practice learning activities strongly supports independent use of inquiry and closely reflects the depth and breadth of reflective practice. Examples are clearly written and strongly support the central concept. Meaningful links to texts and class discussions demonstrate a mastery of the content.	Discription and analysis of six reflective practice learning activities supports independent use of inquiry and closely reflects the depth and breadth of reflective practice.. Examples are clearly written and support the central concept. Meaningful links to texts and class discussions demonstrate an understanding of the content.	Discription and analysis of six reflective practice learning activities supports independent use of inquiry and reflects the depth and breadth of reflective practice.. Examples are clearly written and support the central concept. Links to texts and class discussions are provided.	Discription and analysis of six reflective practice learning activities supports independent use of inquiry andlinks to reflective practice. Examples may or may not be provided with a weak link to the central concept. Links to texts and class discussions are not provided.
Six Activities & Analysis	**40**	**36**	**28**	**24**

12.10.19

InTASC & ISTE Standards	Distinguished	Proficient	Basic	Unsatisfactory
Portfolio & Handout				
Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner.	Work presents a deep understanding of the concepts. A strong analysis of inquiry and reflective practice as a conduit for supporting personal learning is provided. Insights gained and application of knowledge is clearly articulated.The self-reflection is a comprehensive and critical analysis of the content with application to professional responsibilities included.	Work presents an understanding of the concepts. An analysis of inquiry and reflective practice as a conduit for supporting personal learning is provided. Insights gained and application of knowledge is clearly articulated.The self-reflection is a comprehensive analysis of the content with application to professional responsibilities included.	Work presents evidence of the concepts. An analysis of inquiry and reflective practice as a conduit for supporting personal learning is provided. Insights and application of knowledge is articulated.The self-reflection provides some analysis of the contents and application to professional responsibilities.	Work lacks evidence of the concepts. An analysis of inquiry and reflective practice as a conduit for supporting personal learning is provided. Insights and application of knowledge is weak.The self-reflection provides some analysis of the contents. No application to professional responsibilities is provided.
Portfolio	**30**	**27**	**21**	**18**
Handout	**10**	**9**	**7**	**6**

Class	Topics	Assignments for Next Class
Class #1 1/8/20 On Campus Seminar 5-8pm	Orientation to the course, texts, rubrics, Zoom practice and portfolio assignments. Set up rotation for review of norms, quote analysis and debrief/closure.	Use the portfolio rubric as a planning tool for implementing the six reflective activities. Use close reading strategies (annotating, notetaking, rereading, etc.) to focus on most important ideas. The goal of your learning is to apply your professional knowledge to the reflective activities and to share your experience with other educators (your classmates, teachers in your school, critical friends, administrators, etc.) Read Chapters 1-4 in Farrell's text *Reflective Practice in Action (2004).* Over the next two weeks you will observe reflective behaviors and conditions in multiple settings. Your purpose is to become a skillful observer of language and actions that signal reflection. **Becoming a Skillful Observer Part I**: Become a good observer of how reflection looks in action. Reflection (mindfulness) is a natural process of making meaning, and it occurs in any situation where people are seeking to understand something. The first activity is to observe how people interact around common learning events. Over the next two weeks, carry a reflection notebook with you and record observations of what people (family, friends, students, strangers, anyone) do when they attempt to solve problems in order to understand something. Record explicit examples of language behaviors and categorize them according to the three levels of reflection (Level 1- observable or practical level; Level 2 – theoretical or conceptual; Level 3 – moral or ethical). Systematic observation promotes metacognition, and this is the first step in designing conduction that promote reflective practice in school.
Class #2	Work on **Becoming a Skillful Observer**	Read Chapters 1-4 in Farrell's text *Reflective Practice in Action*

1/15/20 Fieldwork **Becoming a Skillful Observer Part I**	**Part I** Observe and analyze learning behaviors in multiple settings for levels of reflective thinking. Record examples with descriptions of how this looks in practice and be prepared to share during Class #4	*(2004).* Be prepared to discuss the big ideas across the text and support your learning with explicit examples during Class #4. **Becoming a Skillful Observer Part II**: The next step is to observe reflective (mindful) thinking in an educational setting. Seek permission to audiotape the session and listen systematically for evidence of the levels of reflection. Consolidate your observations from activities A and B and write a reflective paper that enhances your knowledge of the levels of reflection. Written Analysis #1
Class #3 1/22/20 Fieldwork **Becoming a Skillful Observer Part II**	Work on **Becoming a Skillful Observer Part II** Observe reflective (mindful) thinking in an educational setting. Seek permission to audiotape the session, then listen systematically for evidence of the levels of reflection. Consolidate your observations from activities A and B and write a reflective paper that enhances your knowledge of the levels of reflection.	Read Chapter 1 in York-Barr (2016) text. Look for big ideas with a particular focus on Figures 1, 2 and 3 (use the reflective page at the end of the chapter to help frame your thinking). Highlight key statements and phrases that resonate with you. Make connections to Farrell's (2004) text, plus your experiences and other texts and write questions/comments. Take notes in your margins or journal and be prepared to return to the chapter for multiple readings during the course. Read Chapter 2 for first reading and focus on key concepts (types of language, purposes of dialogue and discussion, what and why questions, etc.) and relate these to practice. Be prepared to discuss these theories and apply them to Part II during Class #4. Also think of other theories that support reflective practice. Reread Chapters 1-4 in Farrell's text *Reflective Practice in Action (2004).* Be prepared to discuss the big ideas across the text and support your learning with explicit examples from your field observations during Class #4.
Class #4 1/29/20	Discuss Chapters 1 and 2 in York-Barr (2016) text. Unpack the deeper	Read Chapters 5-9 in Farrell's text *Reflective Practice in Action (2004)* and apply to **Engaging in Reflective Practice** and **Hosting a**

Zoom Seminar 5-8 pm	meanings in Figure 1.1 (p. 10), 1.2 (p. 17), 1.3 (p. 25), 1.4 (p. 29). Keep these visuals in mind as you think more deeply about reflective practice. In Chapter 2 of York-Barr (2016), focus on types of language and questioning, distinctions between dialogue and discussions. Share observations and examples from **Becoming a Skillful Observer Part I** and **II**. How does this align with a theory of reflective practice as discussed in Farrell (2004) book and York-Barr (2016) chapters?	**Book Study** reflective activities over the next two weeks of fieldwork. Be prepared to discuss during Class #7. **Engaging in Reflective Practice:** Select one reflective activity from Farrell's text *Reflective Practice in Action (2004)* Chapters 5-9 and engage with a teaching partner or small group of teacher on the activity. Some examples include teacher study group, dialogue journal, classroom observations, critical friend, teaching portfolio, or action research project (pp. 31-33). Write a reflective analysis of the activity. Written Analysis #2
Class #5 2/5/20 Fieldwork **Engaging in Reflective Practice**	Work on **Engaging in Reflective Practice** activity. Use York-Barr (2016) and Farrell (2003) as theoretical reference.	Reread Chapter 2 in York-Barr (2016) to clarify your thinking about key concepts. Highlight new information that you missed on the first reading while revisiting the highlighted information from your previous reading. What made you highlight this information? What did you take notes on? Why? How are you using these theories and practices in your own reflective work? Become more metacognitive of your purposes for reading and how these purposes are influencing your actions. Read Chapter 3 & 4 in York-Barr (2016) for a first read. Make notes, ask questions and look for big ideas. Revisit relevant sections in Farrell (2003) on individual reflective practice. **Hosting a Book Study:** Begin planning early for this activity. The first step is to select a professional text or article on a significant topic

		in literacy education and design a format for a study group to engage in thoughtful discussion. Begin thinking about a process (design template) for planning all activities, including format (face-to-face, teleconferencing, online), scheduling (at least 3 times), group norms, initiating actions, and reflective assessment (Google survey, exit ticket, etc.). Meet with class cohort on Zoom or Google for collaborative support. Written Analysis #3
Class #6 2/12/20 Fieldwork **Hosting a Book Study**	Begin planning early for **Hosting a Book Study**. The planning phase can be a collaborative activity with a class team, including selecting the text, determining the format, norms, etc. the actual implementation of the activity can be among classmates or with teachers in a school.	Revisit York-Barr (2016) chapters 2-4 and Farrell (2003) chapters 5-9 and be prepared to discuss these chapters during the Zoom Class #7. Relate these theories to your field activities. Continue to work on **Hosting a Book Study** activity. Meet with class cohort on Zoom, Google or face-to-face for collaborative support.
Class #7 2/26/20 Zoom Seminar 5-8 pm	Discuss big ideas in Chapters 2 - 4 in York-Barr (2016) text. Discuss Chapters 5-9 in Farrell (2003) text. Share insights from field observations of reflective practice and create to your professional texts.	Revisit particular sections across chapters 1-4 in York-Barr (2016) text with a purpose in mind. What new connections to other theories and texts did you make? How are you using these theories to inform your reflective practice? Keep building and testing your theory of reflective practice, while aligning big ideas across tests and to practice. Keep referring back to the learning spiral as you move your reflective practice beyond the individual to the partner level.
Class #8 3/4/20 Fieldwork **Hosting a Book Study**	Implementation of **Hosting a Book Study**.	**Hosting a Virtual Book Study** use next week to begin working on your virtual book discussion around a popular fiction novel for adolescent readers. Plan to meet on Zoom or Google for at least two of the sessions. Video-record the book discussions. View the recording and reflect upon the quality of the interactions among your group members. Share recording and reflection with instructor.

		Written Analysis #4
Class #9 3/11/20 Fieldwork **Hosting a Virtual Book Study**	Conduct at least the first of the three-virtual book discussion over the next two weeks.	Continue to work on your **Hosting a Virtual Book Study** activity. Be prepared to update for your **Hosting a Book Study** and **Hosting a Virtual Book Study** with your classmates during Class #10 Zoom class. Read Chapter 5 in York-Barr (2016) for a first read. Make notes, ask questions and look for big ideas. Revisit relevant sections in Farrell (2003) on reflective practice with partners.
Class #10 3/18/20 Zoom Seminar 5-8 pm	Discuss Chapter 5 in York-Barr (2016) text plus any other sections from other chapters. Share your text and planning activities for **Hosting a Book Study** Share & discuss Report on Action Research and Teacher Researcher ppt	**Planning an Action Research Project:** Create a proposal for a collaborative action research project in an important literacy area. Be prepared to discuss chapters 5 and 6 in York-Barr (2016) and relate the chapters to your reflective practice. Utilize key concepts from Chapter 6 for **Planning an Action Research Project** Written Analysis #5
Class #11 3/25/20 Fieldwork **Planning an Action Research Project**	Work on **Planning an Action Research Project** with a critical friend or learning team.	Preview the report on action research and your notes from the *Developing Reflective Teachers* PowerPoint. How could you use action research to improve your own teaching? **Analyzing an Instructional Interaction**: Coach/teach a colleague or classmate a new strategy or procedure. Audio or video-record the session and transcribe the interaction. Code and analyze your language with specific references to your professional references in Reflective practice (York-Barr, 2016) and resources from class. (Due at end of semester) Written Analysis #6
Class #12	Engage in dialogue and discussion	Continue to work on **Planning an Action Research Project** with a

4/1/20 Zoom Seminar 5-8 pm	around Chapters 5 and 6 and relate key concepts to your reflective practice.	critical friend or learning team next week through Zoom or Google.
Class #13 4/8/20 Fieldwork **Planning an Action Research Project** and **Analyzing an Instructional Interaction**	Work on **Analyzing an Instructional Interaction**. Meet with class team on google or Zoom to plan steps for action research proposal.	Read Chapters 7 and 8 in York-Barr (2016) and annotate significant information to apply to practice.
Class #14 4/15/20 Fieldwork	Work on compiling all activities into your Professional Experiences Portfolio. Focus on organization, reflective analysis, formatting and publishing issues.	
Class #15 4/29/20 Zoom Seminar 5-8	Discuss Chapters 7 and 8 in York-Barr (2016) text. Discuss PowerPoint of teacher research as a type of reflective activity. How could you use action research in your classroom or school?	Revisit all resources to assist you in preparing your Portfolio of Reflective Practices.
Bye Week 5/6/20		Be prepared to share one reflective activity from your portfolio. Create a PDF of your activity.

		Select one reflective activity from your portfolio to share during Class #16 Sharing will use an informal format, including a handout for each classmate. Each participant/group will have 10 minutes.
Class #16 Thursday 5/14/20 On Campus Seminar 5-8pm	Present one reflective activity from your portfolio. Course Evaluation	Final Portfolio due.

experimental

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

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

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

GRADUATE PROGRAM/UNIT Nursing

COURSE DESIGNATOR NUR 675 COURSE NUMBER _____ EFFECTIVE SEMESTER Spring 2020

COURSE TITLE Philosophical Foundations and Ethical Decision Making Frameworks for Advanced Practice Nursing

REQUESTED ACTION

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

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

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

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

ELIMINATION:

- [ ] Course Elimination

ENDORSEMENTS

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

Leader, Initiating Department/Unit(s)

Patricia Poirier

Digitally signed by Patricia Poirier
DN: cn=Patricia Poirier, o=University of Maine, ou=Nursing, email=patricia.poirier@maine.edu, c=US
Date: 2019.03.28 12:13:51 -04'00'

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

George K Crumer

College Dean(s)

Graduate School [sign and date]

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

SECTION 1 (FOR NEW COURSE PROPOSALS)

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

NUR 6xx Philosophical foundations and ethical decision making frameworks for advanced practice
Three (3) credits
Pre-requisites:
graduate nursing status or consent of instructor
Description: This course constitutes an exploration of logical and epistemological foundations of empirical science. This course engages students in a reflective and dialogical process that utilizes theory to guide the structuring of nursing knowledge and the philosophical underpinnings of advanced nursing practice, leadership and practice inquiry. Ethical decision-making frameworks and relevant research findings will be used to promote the development of application skills for clinical practice.

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:

Dahnke, M.D. & Dreher, H.M (2016). Philosophy of science for nursing practice: Concepts and applications (2nd ed.). New York: Springer
Hoffman, W.M., Fredrick, R.E., & Schwartz, M.S. (Eds.) (2014). Business ethics: readings and cases in corporate morality. Wiley: Oxford

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

Mary K. Walker, PhD., RN., FAAN
Professor, School of Nursing

Reason for new course:

Currently students in the MS-Nursing education track and Individualized MS-Nursing are required to take NUR 693 ethics. Students in the MS-FNP track may take ethics as an elective. This course as proposed provides a broader base in ethics and overall philosophy of nursing appropriate for all students.
This course can be used as an alternative to NUR 693 for MS-Nursing students. In addition, it may be used in the IPhD program to meet required courses in philosophy of science or theory development. Neither of these courses are available in the UMaine system and students in the IPhD program need to take them at outside institutions.

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.

none

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

This course will be offered yearly, in fall semester. In will be a part of graduate faculty teaching workload

NUR 675 Philosophical Foundations and Ethical Decision-making Frameworks for Advanced Practice

Course Description
This course constitutes an exploration of logical and epistemological foundations of empirical science. This course engages students in a reflective and dialogical process that utilizes theory to guide structuring of nursing knowledge and the philosophical underpinnings of advanced nursing practice, leadership, and practice inquiry. Ethical decision-making frameworks and relevant research findings will be used to promote the development of application skills for clinical practice.

Prerequisites : Undergraduate/graduate course work in philosophy, ethics, science and social science preferred; Graduate standing or consent of instructor

Credits: Three (3) credits

Class Location: Online

Delivery Format: Asynchronous Online/Blackboard; Synchronous Zoom meetings may be scheduled

Course Instructor: Mary K. Walker, PhD, RN, FAAN
Office Hours: Tuesdays and Thursdays, 9:00 AM-3:00 PM EST
Location: Conference call, Skype
Instructor Phone: 207-322-6054 (Home) or by arrangement
Instructor E-mail: mwalker639@aol.com (Personal) or mary.walker1@maine.edu

Instructional Materials:
Required:

Dahnke, M.D. & Dreher, H.M. (2016). *Philosophy of science for nursing practice: Concepts and applications* (2nd ed). Springer: New York. **ISBN: 978-0-8261-2928-4 (paperback)**

Hoffman, W.M., Fredrick, R.E. & Schwartz, M.S. (Eds.) (2014). Business ethics: Readings and cases in corporate morality. Wiley: Oxford. **ISBN: 978-1118336687 (paperback)**

Recommended:

Benner, P., Tanner, C., & Chesla, C. (2009). Expertise in nursing practice, Caring, and clinical judgment (2nd ed.). Springer: New York. **ISBN: 10-0826125441 (paperback)**

Benner, P., Sutphen, M., Leonard, V., & Day, L. (2010). Educating nurses. A call for radical transformation. Jossey-Bass: San Francisco. **ISBN: 978-0-470-45796-2 (cloth).**

Student Learning Outcomes:

Student Learning Outcomes: NUR 675	Graduate Program Outcomes	Essentials of Graduate Education	Evaluation/ Assessment
1. Discuss the interrelationship of theory, research and practice and its contribution to advancing the discipline of nursing.	2, 5	• Essential I, II, VI	• Discussion • Written Assignments
2. Identify a systematic process for selecting and applying appropriate theories, models and concepts to address practice questions.	5.	• Essential II, III, VII	• Discussion • Written Assignments
3. Apply philosophical and theoretical tenets in structuring and implementing practice-based inquiry.	3, 5	• Essential I, II, VI	• Discussion • Written Assignments
4. Use philosophy of science as a basis for concept identification and application in nursing practice.	5	• Essential I, II, VI	• Discussion • Written Assignments
5. Select an ethical framework in order to analyze a patient centered/ organizational system ethical problem.	3,5	• Essential I, II, VI	• Discussion • Written Assignments • Presentation
6. Integrate praxis and practical reasoning within the context of leadership, ethics, and advanced clinical practice.	2,5	• Essential I, VI, VII	• Discussion • Written Assignments • Presentation
7. Evaluate the relevance of values-based practice and evidence-based care in advanced nursing practice	1.	• Essential IV, V, VI	• Discussion • Written Assignments

Grading and Course Expectations:

Grades are assigned based on a possible cumulative 100 points. All work will be graded within seven days of the due date unless otherwise indicated by me. Graded components include:

1. Discussion and Interaction

- 30 points of the grade are dependent on quality of discussion answers and on thoughtful responses to colleagues' comments. Please see the Discussion Rubric which is applied to both verbal and written interaction.
- Each of your discussion question responses are assigned a total of 1.0 points.
- Your interaction is also assigned a total of 1.0 points per discussion question (two/question).

2. Assignments

- The written assignments carry a combined weight of 40 points. (see rubric)
- The presentation carries a weight of 30 points.

Grading Scale

A = 92% - 100% ; A-= 90-91% ; B+= 88-89% B= 82-87 % ; B- = 80% - 81%
C+ = 78% - 79%*; C= 77 ; C--= 70-76 ; D = 60% - 69%; F = below 60%
* In the University of Maine School of Nursing Graduate Program, students must earn a final cumulative grade of B- or better, with no final grade for a course below B-, in order to qualify for the awarding of the degree.

Instructor Expectations

There are a few general expectations as we begin this course. We all bring different kinds of experiences to the class, so be yourself. Some students may have a great deal of "real-world" experience in health care as a patient or provider. Others may contribute based on formal education, life experience, and common sense. Each of you will have different needs, expectations, concerns, and agendae. We will find it easier to help meet your needs if you communicate them professionally, directly, and clearly. When assigned to work in groups/teams, please maintain an open communication style, honoring of everyone else's opinions and effort. Be respectful of everyone's time, including your own, supporting all contributions while pursuing a high quality product that meets the assignment expectations and represents the group's best efforts. Working in groups and teams is a very important skill set in the health care system, and we set an expectation that all of you will advance the concept of team work in completing group assignments.

Course Participation

Please make the commitment to prepare for every class and to provide your responses for exercises, assignments and discussions, when required, on the due dates each week. The "classroom" should be active all week -- not just during our formal course meetings. In fact, your ongoing engagement is the fuel that advances our progress. Pacing your work earlier in the week will give you more time for larger projects when you need it. Presentations, as well as thoughtful discussion and postings should

incorporate responses to your peers, important information from things that you read, examples from your own experience, and your informed opinions. Your contributions should be substantive and advance the discussion and learning process among all participants. The distinguishing feature of a well done contribution to classroom discussion, presentations and postings might include an objective and critical analysis of what you read, what you experienced, or, possibly, a short synopsis of a chapter or a related assignment from another course. If you do refer to other people's written work, please make sure you give credit to that individual by citing the source appropriately.

Your written work, when required, should be characterized by good writing, correct spelling, and appropriate mechanics. We judge one another substantially by the quality, clarity, and depth of our writing. Communication should be professional and use good "netiquette." In the spirit of scholarly discussion, responses that agree and disagree with others are appropriate, as long as they apply to the topic and are respectful. In our learning model, the heart of active learning occurs through the discussions that help you test your ideas, reinforce what you have learned, and share resources with others in the class.

Responses to Your Work

I will generally respond to questions within 24 hours during the academic work week. IF I am travelling for business purposes, I will alert you to the fact so that you understand if you do not receive a response immediately. *In most cases, all work will be graded within seven days of the original due date unless otherwise indicated.*

Put my name in all of your messages to me. Do the same for responses to everyone else. If you have a general comment or want to start a discussion about a specific point, please address the entire class. No messages are private - so please expand on any topic.

If, after reading the assignment, you do not understand what to do, please ask for clarification immediately. This is preferable to turning in a paper or discussion response that is inadequate for the assignment and losing points. Please contact Technical Support for any technical problems you encounter. Thank you for your thoughtful reading of these course expectations. *Please review the entire syllabus and make sure you understand all grading, course policies and the assignments.* If you have questions, please let me know as soon as possible.

Puzzled?

If, after reading an assignment, you do not understand what to do, please start by asking questions in the Questions about the Course Discussion Board Forum that supports this course. The Forum is provided so that you can send your question immediately without waiting for instructor availability. If you are puzzled, it is likely that other students are also puzzled. This not only allows me to clarify the issue for everyone, but it also allows other students to answer the question if they happen to be in the Discussion Board forum before I am. This is much better than turning in an assignment that is not done correctly and losing points. *For technical problems, please contact technical support.* For personal issues, feel free to contact me my email or for complex issues, by phone.

Thank you for your thoughtful reading of the expectations; I welcome your comments. Have a great learning experience!

Policies About Deadlines and Late Work. Work and family issues and emergencies occur. If your work is provided/turned in late but during the week that it is due, you will receive full point credit. If the work from a given week is turned in later during the following week, your work will be graded, less ten percent of your earned grade for each day that the work is late. When the work is more than four days late, it will no longer receive a grade and you will not earn credit for it toward your final grade. If you contact me before the assignment is late, we may be able work out something that is compatible with your schedule, yet meets course expectations. Keep in mind that there are no extensions for the course. All work must be turned in by the last day of the course.

Written and Oral Presentation Rubric

This rubric will be used to assess the quality of your initial responses and interaction in both the online classroom and online discussion forums, as appropriate. Please use this tool as a guide when constructing your thoughts and written work, including postings when applied to an online format. Unless otherwise directed, responses to Discussion questions should be approximately 150-200 words in length.

	Unsatisfactory: 0	Basic: 1	Proficient: 2	Distinguished: 3
Mechanics of Written Work	Uses incomplete sentences, is unstructured in its organization, and includes frequent or consistent errors in mechanics (grammar, spelling, usage) in each paragraph. The posting is unreadable and there is a distinct lack of tone.	Uses complete sentences and the posting is comprehensible. The organization could be improved to present a more coherent argument, statement, or question. Includes 2-3 mechanical errors grammar, spelling, usage) per paragraph. The tone is respectful.	Uses complete sentences, organization is evident, and the posting includes no more than one mechanical error (grammar, spelling, usage) per paragraph. The tone is clear and respectful	Uses complete sentences, organization is clear and thoughtful, the posting is grammatically correct, and free of spelling errors. The tone is clear and respectful.
Participation in the Discussion	Provides minimal comments and information to other participants in the classroom or forum.	Provides comments, and some new information on a sporadic basis. Interacts with only 2 participants in the classroom or forum.	Provides comments, discussion, questions, and new information on a fairly regular basis. Interacts with three or more participants in the classroom or forum.	Provides comments, discussion, questions, and new information on a regular, active, and weekly basis. Shows a high degree of interaction with five or more participants in the classroom or forum.
Content of Written Work or Discussion Contributions	Writes a general or superficial response that is unrelated to the	Demonstrates a restricted understanding of the concepts,	Demonstrates an adequate understanding of the concepts,	Demonstrates a solid understanding of the concepts, topics, and ideas as evidenced by

	discussion at hand and/or provides no original comments.	topics, and ideas as evidenced by written or posting information that could be derived from prior materials, others' comments, former discussions or posts and/or including highly general comments.	topics, and ideas as evidenced by written or posting superficial, or general statements in the classroom or forum. Includes a few details in the comments, discussion or posting.	thoughtful responses and questions that show a clear connection (are integrated) with the course material at hand. The comments, discussion or posting shows depth, and includes many supporting details.
Critical Thinking Evidenced by Written or Verbal Contribution	Provides no evidence of agreement or disagreement with an existing discussion.	Indicates agreement or disagreement with an existing discussion but provides no justification or explanation for comments.	Indicates agreement or disagreement with an existing discussion including a limited explanation or justification. Provides comments, discussion, and questions without a clear connection to the course material at hand.	Demonstrates a critical analysis of an existing posted idea or introduces a different interpretation to an existing concept or idea. Includes comments, discussion, and questions that have a clear connection (are integrated) with the course material at hand.

Course Assignments

There are two assignments linked to the readings that are required for completion of this course.

Assignment One, Due Week 3 and 4

Student Guide to Assignment One

Prepare a position paper that incorporates analysis of the vision for developing a philosophically-embedded nursing practice change and the arguments that support it within the parameters of evidence-based practice and ethical decision-making. **Post your synopsis and your paper (Weeks 3 and 4 respectively) in the Discussion Forum for class discussion.** *Assignment one is worth 20% of the overall course grade.*

Assignment One Grading Rubric:

Competency	Excellent 30-40	Acceptable 16-29	Not Acceptable 0-15	Points Earned
All elements of a position paper are presented: • A summary of the practice issue; • Background information; • Analysis of suitability for inclusion as an evidence-based practice change; • Ethical considerations; • Recommendation for integration of the practice change in institutional policy and procedure.	All elements are present and well discussed/defined.	Some elements are missing; some elements are not well discussed. Issues related to evidence-based practice are absent, incomplete, or inaccurate.	Multiple missing elements define the paper and/or discussion. Evidence-based practice requirements are ignored.	/40
Competency	**Excellent 30-40**	**Acceptable 16-29**	**Not Acceptable 0-15**	
Current and contemporary evidence-based practice changes are identified and supported in the literature: • **A summary of the** issue; • Background information; • Analysis of evidence-based practice challenges that impact curricular proposal; • Recommendation for action.	Evidence and data-based support is presented and provides appropriate scaffolding for the position paper.	Some elements are missing; some elements are not well supported.	Multiple missing elements and / or support are absent or minimal, at best.	/40
Competency	**Excellent 8-10**	**Acceptable 4-7**	**Not Acceptable 0-3**	

Grammar, spelling, and punctuation	There are no errors in grammar, spelling, and punctuation	There are a few minor errors in grammar, spelling, and punctuation that do not detract from the meaning	There are major errors in grammar, spelling, and punctuation that do not reflect doctoral writing	/10
Competency	**Excellent 8-10**	**Acceptable 4-7**	**Not Acceptable 0-3**	
APA Compliance	The paper meets APA formatting guidelines	There are a few minor errors	There are significant errors in the format of the paper	/10
Total Points				/100

Assignment 2, Due Weeks 9 and 10

Student Guide to FINAL PROJECT:

Prepare an abstract of your paper as well as a formal presentation. Use a Kaltura methodology to address the following question:

Too many hospitals have lost their understanding of what is essential to ensure great clinical outcomes. In such hospitals, nurses are not included in decision making, have little local authority, are penalized for identifying factors that lead to poor care, and cannot claim excellent team relationships. Identify an ethical framework that may be used to address these issues. In particular, comment on the contemporary nursing processes, such as the Magnet program, as one mechanism to correct for these quality discrepancies. How does science inform contemporary nursing processes and QSEN outcomes? Do you find any points of articulation between your ethical framework, contemporary nursing processes and QSEN outcomes?

The Kaltura presentation is due for grading during week 10. **Post your paper and Kaltura presentation in the Discussion Forum for class discussion during Week 9.** *The Final Paper is worth 20% of your overall course grade. The final Kaltura presentation is worth 30% of your overall course grade.*

Competency	Excellent 30-40	Acceptable 16-29	Not Acceptable 0-15	Points Earned
All elements of the keynote are presented: • A summary of the dilemma of staff	All elements are present and well discussed/defined.	Some elements are missing; some elements are not well discussed. Issues related to	Multiple missing elements define the paper and/or discussion. Evidence-based	/40

engagement; • Summary of the Magnet or other nursing process initiative; • Identification of a suitable ethical framework to address the issue; • Recommendations for action to achieve QSEN outcomes.		evidence-based practice are absent, incomplete, or inaccurate.	practice requirements are ignored.	
Competency	**Excellent 30-40**	**Acceptable 16-29**	**Not Acceptable 0-15**	
Current and contemporary evidence-based practice changes are identified and supported in the literature: • A summary of the issue; • Background information; • Analysis of strategies to improve staff engagement; • Identification of ethical framework and appropriate use; • Recommendation for action.	Evidence and data-based support is presented and provides appropriate scaffolding for the position paper.	Some elements are missing; some elements are not well supported.	Multiple missing elements and / or support are absent or minimal, at best.	/40
Competency	**Excellent 8-10**	**Acceptable 4-7**	**Not Acceptable 0-3**	
Grammar, spelling, and punctuation	There are no errors in grammar, spelling, and punctuation	There are a few minor errors in grammar, spelling, and punctuation that do not detract from the meaning	There are major errors in grammar, spelling, and punctuation that do not reflect doctoral writing	/10
Competency	**Excellent 8-10**	**Acceptable 4-7**	**Not Acceptable 0-3**	

APA Compliance	The paper meets APA formatting guidelines	There are a few minor errors	There are significant errors in the format of the paper	/10
Total Points				**/100**

Weekly Outline

Module/Week/ Date	Topics	Activities/Assignments	Assessments
Week 1: Note that the Kaltura videos complement the readings.	Introductions, review of syllabus, expectations, products **Unit I: What is Philosophy of Science?** Confirmation, Semantics, and the Interpreta-tion of Scientific Theories	Dahnke and Dreher. Read the Overview as time permits in order to ground your thinking in the contemporary concept of "practice." These thoughts should form a strong basis for further reading and interpretation. Week 1 assignments are based on chapters 3 and 4, pp.71-112	Provide an introduction and brief biography of yourself and your interests. Include some background information, including: where you live, what you do, who is important to you, and why you are enrolled in the graduate program Be sure to share an interesting fact about yourself that few people know. **Discussion** 1a.Distinguish between five types of knowledge that nurses generate for use in practice. 1b. Is knowledge that supports advanced practice derivative knowledge? Yes or No? Why or Why

			not? Read and comment on at least two peer responses. Use the literature to support your position.
Week 2: Beginning this week, identify a concept that you will work with for the entire 10 weeks of the course.. If possible, locate a theoretical/ conceptual framework in which the concept is used.	Philosophy of Science and its relationship with theory.	Dahnke and Dreher Chapters 5-7, pp. 113-164 Dickoff, J., *and. James, P. (1968).* A theory of theories: A position paper. *Nursing Research.* May-June 17(3), pp. 197-203. Dickoff J, James P, & Wiedenbach E. (1968). Theory in a practice discipline. I. Practice oriented discipline. *Nursing Research. Sep-Oct. 17(5):415-35.* Dickoff, J., and James, P. (1968). Researching Research's Role in Theory Development. *Nursing Research* 17, 204-205. These articles are available online. They are not on reserve in the library.	**Discussion** 1.Philosophy of science deals with what science is, how it works, and the logic through which we build scientific knowledge. Consider a concept (self-regulation, e.g.) in nursing and speak to how this definition addresses or does not address your understanding of the concept. Use citations to substantiate your argument. 2.Discuss your understanding of the "fit" of concepts with observables. Read and comment on at least two peer responses. Use the literature to support your position.
Week 3	Continued	Dahnke and Dreher, Cpts. 8-10, pp. 165-222	**Assignment I Synopsis Due** **Post a synopsis of your paper in the Discussion forum.** Read and comment on at least two peer synopses . Use the literature to support your position.
			Assignment 1 Paper

Week 4	**Unit II: The Social Embedded-ness of Knowledge**	Benner et al. Chapter 8, pp. 233-278 Hoffman et. al. The Corporation in Society. Pp. 475-513.	**Due for Instructor Grading.** **Discussion** 1.Summarize your understanding of the incorporation of women and minorities into NIH clinical trials. How do data generated in well-circumscribed populations fail to address health disparities and the needs of women and children? Read and comment on at least two peer responses. Use the literature to support your position.
Week 5	**Unit III: Causation and Explanation**	Dahnke and Dreher, Cpts. 11-13 pp. 223-280	**Discussion** 1.Summarize a study in your conceptual area (Stress and Coping e.g.) which uses randomized controlled clinical trial methods to generate results in an area of interest to you. Why or why not do you believe that the results are valid and reliable? 2.How readily can these results be implemented in care (implementa-tion science)? Read and comment on at least two peer responses. Use the literature to support

			your position.
Week 6	**Unit IV: Proficiency and Expertise** Institute for Healthcare Improve-ment	Benner et al., Chapters 1, 4-5, pp.1-25; 103-179 Quality and Safety in Nursing (QSEN) readings of your choice. Thus, you are able to focus in your area of practice and specialization in order to be responsive in this Discussion.	**Discussion** 1.Consider the relationship of Benner's work on nursing expertise to clinical translational science (CTS). What competencies are needed now to improve quality and safety? 2.Provide five insights that have occurred to you regarding the need to expand nursing expertise at the bedside using implementation science. Read and comment on at least two peer responses. Use the literature to support your position.
Week 7	Application Science: QSEN; High reliability care	High reliability health care: Getting there from here. Milbank Quarterly, 2013. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3790522/ Retrieved December 7, 2018 IHI: A Framework for Safe, Effective and Reliable Care. http://www.ihi.org/resources/Pages/IHIWhitePapers/Framework-Safe-Reliable-Effective-Care.aspx Retrieved December 7, 2018 Cronenwett, L, Sherwood, G, Barsteiner, J, Disch, J, Johnson, J, Mitchell, P et al. (2007).	**Discussion** 1.Discuss the implications of the JCAHO high reliability requirement for practice on your nursing unit? Why would some hospitals give up their JCAHO accreditation rather than comply? What is the purpose of QSEN from your vantage? How do Cronenwett et al. advance the arguments for full incorporation of

		Quality and safety education for nurses. Nursing outlook, 55(3), 122-131.	quality and safety into nursing practice?
Week 8	Continued	Hoffman et. al. Cpts. 1&2, pp. 33-140.	**Discussion** 1.Comment on this statement related to investigator ethics: "Social scientists who are self-conscious about the underlying assumptions and commitments of their research not only enrich their research, but become equipped to recognize and avoid the potential pitfalls, fallacies, unjustified assumptions, and undesirable implications in their research programs, and, indeed, perhaps even how such programs may indirectly contribute to injustice in the world." Read and comment on at least two peer responses. Use the literature to support your position.
Week 9	**Unit V: Ethical Comportment**	Benner et al., Chapters 9-10, pp. 279-334 *Dreyfus, HL, Dreyfus, SE & Benner, P. (2009).* Implications of the Phenomenology of Expertise for Teaching and Learning Everyday Skillful Ethical Comportment. *In P. Benner & C. Tanner (eds.), Expertise in Nursing Practice,*	**Post your synopsis of your final paper in the Discussion forum.** Read the synopses of your colleagues and comment on the work of two final

		Caring, Clinical Judgment and Ethics (2nd ed., pp. 309-333). New York: Springer.	paper postings.
Week 10	Implications for Nursing Practice and Policy	Benner et al., Chapters 12-13, pp. 369-435 Sullivan, W (2005). Challenges to professionalism: Work integrity and the call to renew and strengthen the social contract of the professions. *American Journal of Critical Care, 14(1), 78-80, 84.*	**Assignment 2 Due for Instructor Grading** Kaltura, PowerPoint or other presentation strategy: Five minute Paper Presentation with Narrated PowerPoint Slides: Post in Discussion. Listen to at least two presentations of your peers and comment.

Expectations for Student Conduct

For complete information about UMaine academic policies, please see: https://umaine.edu/citl/teaching-resources-2/required-syllabus-information/

Academic honesty (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. If you need help in writing college-level papers, please contact the University of Maine Online Writing Center at http://www.ume.maine.edu/wcenter/

Students with Disabilities:
Students with disabilities who may need services or accommodations to fully participate in this class should contact Student Accessibility Services in 121 East Annex, 581-2319, as early as possible in the semester. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me privately as soon as possible.

Religious Obligations:
The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up

course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

Extended disruption:
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 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 **Partners for Peace**: 1-800-863-9909.

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

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

The University of Maine Graduate School
5775 Stodder Hall, Orono, ME 04469
graduate@maine.edu | T: 207.581.3291
umaine.edu/graduate

WINTER BREAK GRANT WRITING WEEK January 13 - 16, 2020

Though the weather outside may be frightful, a new grant could be so delightful. Join us for these in-depth workshops and get your grant in top shape. Mark your calendars and RSVP today!

Jan. 13 & 16, 8:30 am - 3:00 pm	**2-day Intensive Grant Writing Workshop** Two full days of all things grants with panel discussions, peer feedback, and more. 1/13 @ Stodder Hall, 1/16 @ University Club in Fogler Library. **RSVP here: bit.ly/2XKNyYp**
Jan 14, 10:00 am - 12:00 pm	**Grants 101 Workshop** Overview of how to find a grant, analyze an RFP, and begin the writing process. Fogler Library. **Space is limited, RSVP here: bit.ly/37CHqWE**
Jan 15, 12:00 - 1:00 pm	**Writing Workshop** With Paige Mitchell. Writing Center in Neville Hall. No RSVP necessary.

The University of Maine is an EEO/AA employer, and does not discriminate on the grounds of race, color, religion, sex, sexual orientation, transgender status, gender expression, national origin, citizenship status, age, disability, genetic information or veteran's status in employment, education, and all other programs and activities. The following person has been designated to handle inquiries regarding non-discrimination policies: Director of Equal Opportunity, 101 North Stevens Hall, University of Maine, Orono, ME 04469-5754, 207.581.1226, TTY 711 (Maine Relay System).

The University of Maine Graduate School
5775 Stodder Hall, Orono, ME 04469
graduate@maine.edu | T: 207.581.3291
umaine.edu/graduate

Professional Development Series:

MUG CLUB

Open to all Graduate and Undergraduate Students

Valentines for Seniors and Veterans

WELCOME BACK FROM WINTER BREAK! LET'S MAKE SOME VALENTINES FOR SENIORS LIVING IN ORONO COMMONS AND THE MAINE VETERANS HOME.

Thursday, January 23, 2020

4 p.m. - 6 p.m.

Stodder Hall, Room 57

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EXIT INTERVIEW
RE: WITHDRAWING STUDENTS

1. Why are you leaving UMaine?

2. Is there anything that would change your mind at this point - if done differently?

3. What could have been done better? (Please describe any concerns.)

4. Were you comfortable talking with your advisor?

5. How would you describe your department culture?

6. Did you have all the resources you needed to be successful?

7. Was the Graduate School staff helpful in addressing your needs? (Please describe any concerns.)
8. Is there something *we* (UM, Grad Sch, program dept, etc) could have done to prevent this from happening?
9. Is there something *we* can improve on for future students?

Dear << >>:

The *(unit name)* department is pleased to offer you a (teaching/research/graduate) assistantship, which carries a stipend of $ << >> per month (payable in <<#>> installments), a full tuition waiver for up to 9 graduate credits per semester (up to 6 cr. in the summer, if applicable), and a credit for 50% of the cost of the UMaine health insurance policy for graduate assistants (GAs). Student fees are not included.

If you have comparable **health insurance** and do not wish to enroll in the University's plan(s) you must waive out, otherwise, you will be automatically charged for the premium.

- All domestic students are automatically charged the SHIP premium, however Grad Assistants are not eligible for this plan. **Do NOT enroll in SHIP** or use its benefits. As a graduate assistant, you are covered by the GA plan unless you waive out.
- Once the Graduate School has received your GA appointment form, the GA insurance will be added to your student bill.
- Students should monitor their **UMS email account** for insurance notifications on enrollment and instructions on how to waive out. International students can waive or enroll online, https://umaine.edu/international/isss/students/health-insurance/ .

Graduate assistants must be full time students, which requires you to **enroll in a minimum of 6 credit hours each fall and spring**, and at least one credit in the summer if your assistantship extends beyond the academic year. **You must be registered for classes before your assistantship appointment can be processed.** Payment of your tuition costs will occur after your appointment form has been received at the Graduate School from the <<UNIT NAME>> department.

You are responsible for prompt payment of your student fees, including the balance of health insurance which is not covered by the assistantship.

- To avoid late fees due to non-payment, go to **umaine.edu/bursar/resources** for instructions on how to enter your anticipated resources.
- Enter anticipated resources before the due date of your bill.

If you are a new employee to the University of Maine System (you have not worked for a UMS campus in the last 12 months), you will need to complete an **I-9, work eligibility form, with Student Employment located in Wingate Hall.** This paperwork needs to be completed in person, at least 3 days prior to your first working day.

Graduate assistants must also complete the following mandatory training through UMS Academy at myUMS.maine.edu:

1. **Sexual Assault Prevention Training**
2. **Basic Safety Training***
3. **Information Security Awareness Training***

*****These two trainings must be completed annually. Your particular position may require other mandated safety training beyond the basic training noted above. Please check with your supervisor.

Your initial assignment will be… **(***insert an appropriate in depth description of the job***).** This is a half-time appointment (i.e. an average of 20 hours per week over the length of the appointment). Responsibilities include… *(insert details about the assignment, work schedule, holiday and sick time, work expectations during breaks, etc. Please be as specific as possible).*

I would appreciate your written response to this offer as soon as possible. If you have any questions, please do not hesitate to contact me. We are enthusiastic about having you join our program!

Sincerely,

(Department Signature)

I accept the assistantship offer at the University of Maine beginning **(Date).**

_____ _____

Student Name Date

I plan to enroll in the UM insurance. YES/NO (circle)

pc: Graduate School

https://umaine.edu/graduate/facultystaff-resources/

GRADUATE STUDENT SUPERVISOR TRAINING MANUAL

Welcome to the University of Maine Graduate School!

The mission of the Graduate School is to produce engaged scholars and professionals by promoting excellence in all aspects of the graduate student experience. The School provides advanced education and professional training through innovative teaching, mentorship, research, and creative activity in established and emerging areas. This rigorous education prepares students to contribute meaningfully to the advancement of the state of Maine, the nation and the global community.

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Section #1: Responsibilites of a Graduate Student Supervisor

As a supervisor, it is your responsibility to provide a clean and safe working environment for your Graduate Student Employees. You must abide by all traditional employment laws and serve as a mandatory reporter if it should become necessary.

You are required to set reasonable expectations for your student employees – consider SMART goals when setting your expectations, ensure that they are: Specific, Measurable, Attainable, Reasonable and Timely.

Remember in the process of setting your goals and expectations for your student employees that they are students first – and their school work and responsibilities need to come first. You should not require them to miss class or important assignments, etc… in favor of work.

You should meet with your student employees at least 1-2 times a month to ensure that they are on track with projects and answer any questions or concerns they may have in the process.

Much like a traditional employee, a graduate student employee should receive regular feedback, both positive and otherwise as needed. Issues should be addressed when they occur and not weeks later so that the employee has an opportunity to correct the behavior in the interest of a favorable outcome.

While it is not required, it is a great learning tool for student employees to go through the employee evaluation process, including submitting a self-assessment.

The next few pages are clipped from the google docs files the Graduate School uses for graduate student employee self-evaluations and student employee evaluations.

GA Self Evaluation

docs.google.com/forms/d/e/1FAIpQLSeFxmNwtkzwWYE4s4MVmwXQBJbBRSjwiDh7Nk82ZSUbh3ygyA/viewform

GA Self Evaluation

Please take a moment to reflect on your past performance for the Fall 2019 semester.

Your email address () will be recorded when you submit this form. Not you? Switch account
* Required

Your answer

Customer Service

The extent to which I practice and promote a high level of service to internal and external customers through timely, accurate and courteous work, and show a commitment to ensuring the total customer and student experience is excellent. Anticipate needs of internal customers and students to proactively addresses those needs.

Improvement Needed

Exceeds Expectation

Your answer

Productivity/Reliability

The extent to which I produce a significant volume of work efficiently in a specified period of time. Ability to work independently, follow-up to complete tasks, and job assignments.

Needs Improvement

Exceeds Expectation

Your answer

Communication & Time Management

The extent to which I communicate to and with other graduate assistants, staff, and

supervisors about the work I'm performing and how I schedule my work. Including how share my ideas about standard office practices and processes (old or new) and ways to improve overall student experience.

Needs Improvement

Exceeds Expectation

Your answer

Job Knowledge

The extent to which I possess and demonstrate an understanding of the work instructions, processes, equipment and materials required to perform the job. I possess the practical and technical knowledge required for the job.

Needs Improvement

Exceeds Expectation

Your answer

Attendance

The extent to which I am punctual, observe prescribed work break/meal periods, have an acceptable overall attendance record, and am willing to work overtime as required.

Needs Improvement

Exceeds Expectation

Your answer

Initiative/Creativity/Innovation

The extent to which I seek out new assignments, propose improved work methods, suggests ideas to eliminate waste, finds new and better ways of doing things.

Needs Improvement

Exceeds Expectations

Your answer

Adherence to Safety

The extent to which I adhere to the rules and regulations/policy to ensure safety standards are met. Safety awareness includes but is not limited to ergonomic injury prevention, protocols for working safely, and participating in health work habits such as stretching.

Needs Improvement

Exceeds Expectation

Your answer

Your answer

Your answer

Your answer

Your answer

Your answer

Submit

This form was created inside of University of Maine System. Report Abuse

Grad Assistant Performance Evaluation

docs.google.com/forms/d/e/1FAIpQLSe8OPRwQUnt3h5h-_3_jFSDave1o-YNfpAIwrrDBexOOB0THQ/viewform

Grad Assistant Performance Evaluation

Please complete this evaluation form as a way to share your thoughts on the student's job performance.

* Required

Your answer

Your answer

Date

Performance Rating Categories

5. Outstanding Exceptional performance
4. Commendable Performs beyond normal requirements and competence
3. Effective Fulfills the normal job requirements with some strong points
2. Needs Improvement Fails to meet one or more of the significant performance expectations for this factor,
performance must improve to be acceptable
1. Unsatisfactory Performance must improve substantially to be acceptable

Unsatisfactory

Outstanding

Your answer

Your answer

Your answer

Your answer

Your answer

Your answer

Corrective Action

In the event that formal corrective action is needed, please follow this format:

Goal – the goal of this process is to bring issues to the attention of our Graduate Student Employees and teach them how to move forward with corrective action in place.

Process:

1. Discuss concerns with Graduate Student Employees as they arise – clearly let them know the expectations.

2. If behavior does not improve – move to a verbal warning that is documented in their file.

3. If the behavior still does not improve – move to a formal written warning that clearly outlines the issues including dates of when the issues occurred, etc. and let them know that the next step in the process will be to terminate their employment as a Graduate Student Employee.

Verbal Coaching for Improvement

Date:

Supervisor:

Student Employee:

Context of the Discussion / Item of concern & date of concern:

Resolution of concern:

Date Covered with Student Employee:

Supervisor Initials:

Attach any supporting information to this form.

Sample Verbal Coaching for Improvement

Date: 10/25/19

Supervisor: Jane Doe

Student Employee: Mary Smith

Context of the Discussion / Item of concern & date of concern:

I spoke to Mary Smith today regarding the use of his cellphone while covering the front desk of our office today. We talked about the impact of her cellphone use on students, faculty, and staff that might stop by the office unannounced at any time and how it may give the impression that we are not interested in serving their needs.

Resolution of concern:

Mary has agreed to put her phone on “silent” and to keep it in her pocket when working at the front desk in the future. If she runs out of projects to work on, she will report to me for the next project.

Date Covered with Student Employee: 10/25/19

Supervisor Initials: JD

Attach any supporting information to this form.

Written Warning- Graduate Student Employee

Date:

Supervisor:

Student Employee:

Context of the Discussion / Item of concern, date and issues with prior concern:

Resolution of concern:

Next Steps – up to and including termination of employment:

Date Covered with Student Employee:

Supervisor Initials:

Attach any supporting information to this form.

Sample Written Coaching for Improvement – Graduate Student Employee

Date: 10/25/19

Supervisor: Jane Doe

Student Employee: John Smith

Context of the Discussion / Item of concern, date and issues with prior concern:

John, you have failed to meet the deadlines we established for reporting on October 15, 2019 and Oct October 22, 2019.

In your role as the Graduate Assistant in the office of "x", it is critical that you meet our deadlines in order to keep the workflow moving forward. Failure to do so results in inefficiency throughout the office as our review team is now also behind in their work flow as well.

We discussed the importance of adhering to deadlines during the first two weeks of training. If you require additional training or have questions or concerns at any point in your reporting responsibilities, please address them with me immediately.

Resolution of concern:

John, as we discussed, please address any concerns regarding deadlines with me immediately. If there are no concerns, I would expect that you meet all future deadlines.

Next Steps – up to and including termination of employment:

Continued failure to meet deadlines will result in a second written warning or possible termination of your employment with in the office of "x".

Date Covered with Student Employee: 10/25/19

Supervisor Initials: JD

Attach any supporting information to this form.

Section #2: Graduate Student Employee Responsibilities

Overview of a Graduate Assistantship

- Your assistantship includes a full tuition waiver for up to 9 graduate credits per semester (and up to 6 credits in the summer, if you have a 12-month appointment)
- You are responsible for paying all mandatory student fees, which will be automatically billed to your student account each semester
    - To avoid a late fee for these charges, students should enter the amount under "Anticipated Resources" in their MaineStreet Student Center
    - Instructions for entering "Anticipated Resources" may be found on the Bursar's Office website at https://umaine.edu/bursar/resources/
- If you will have a car on campus, you will need to purchase a Graduate Assistant parking pass for $50, which is good for one full year
    - Parking passes can be purchased online, in the MaineCard Office in the Memorial Union, or at Parking Services in Doris Twitchell Allen Village (DTAV)
    - GA parking passes allow you to park in both Blue (staff/faculty) and Black (commuter) lots

Your assistantship provides a credit for 50% of the cost of the UMaine health insurance policy designed for graduate assistants and fellows. You will also receive a monthly stipend starting in September and ending in May, unless you have a 12-month assistantship (the length of your assistantship will be determined upon hire). It will be paid to you on the **LAST** business day of each month via direct deposit, unless the last day falls on a holiday (e.g. December 31st.) In exchange for these benefits; you are required to log 20 hours per week in the office. You are a student first; however, please plan ahead to ensure you are meeting your academic needs and the office requirements.

Please visit the Office of Student Employment in Wingate Hall to fill out required I-9 and W-4 forms before your third working day.

Health Insurance

The cost of the GA health insurance policy is automatically charged to your student account for graduate assistants and fellows.

You will receive an email with instructions on how to waive out or enroll in the plan in your UMS email. **If you have comparable health insurance and do not wish to enroll in the University's plan for GA's, you must complete an online insurance waiver to opt out.** Instructions for waiving the GA insurance will be sent to your UMS email.

Scheduling & Calling Out

Please keep the Google Calendar up to date with your working schedule. If you need to change your schedule during the week i.e. you are sick, running late, have an appointment, etc. please call the main office number, 581-3291, and leave a message. You are responsible for keeping track of your 20 hours of work each week.

Break Policy

GAs are paid for sick and holiday time. If your scheduled work day falls on a holiday or during a UMaine student break, you are not required to make up that time. Sick days should be limited to 4 per semester, unless there are extenuating circumstances. Please indicate holidays, breaks, snow days, and sick days on your timecard.

GAs are required to work during finals week during the fall and spring semesters and during the week before classes begin in January. GAs may work additional hours during Winter break and receive additional pay. Work expectations for Winter break during 2019-2020 are as follows:

- Week of December finals: Expected to work regular 20 hours - with any additional hours (not make up hours) available as add pay
- Week 1 of break : Not required; add pay up to 40 hours (excluding make up hours)
- Week 2 of break : Not required; add pay up to 40 hours (excluding make up hours)
- Week 3 of break : Not required; add pay up to 40 hours (excluding make up hours)
- Week 4 of break : Expected to work regular 20 hours - with any additional hours (not make up hours) available as add pay

Any hours worked during Winter break also have the option to be traded for the 1-2 weeks at the end of May (after Commencement). This is to offset the previous policy during spring break when there were 2 weeks. You may also work during spring break week and count that toward a week at the end of May.

GAs on 12 month appointments are required to work during the summer break of June, July, and August. During this time GAs are required to work 20 hours each week. Except for make up hours, GAs can receive additional pay to be determined with your supervisor.

It is the responsibility of the GA to record and inform their supervisor of any hours worked as additional pay.

Training Checklist

- ❑ **Sexual Assault Prevention Training (completed once, upon hire)**: An online training program entitled *Not Anymore* may be accessed at the UMaine portal (https://mycampus.maine.edu). Once at the portal, click "UMS Quick Links" and then "Sexual Assault Prevention Training." Questions or concerns about the training may be directed to Elizabeth Lavoie, Deputy Title IX Coordinator, at 581-1406.
- ❑ **Basic Safety Training (must be completed annually)**: http://www2.umaine.edu/SEM/
- ❑ **Information Security Awareness Training (must be completed annually)**: may be accessed at the UMaine portal (https://mycampus.maine.edu) - then accessing Blackboard.

Training can be completed in the office and counted as work hours.

Access & Buiding Layout

Key to building: We will issue you a key to the building. It will open any exterior door. Upon separation or last day of employment it is required you sign the key back in.

Electronic Access: You will receive access via your UMS account for office purposes once you submit your access agreement form to your supervisor. You will also receive access to ImageNow - use the same username and password as your UMS login. You are periodically required to change your UMS password every 180 days (you will receive email reminders for this) - when you change your UMS password, it will automatically change your MaineStreet and ImageNow password. Please keep in mind our professionalism and confidentiality guidelines when accessing student documents and records in MaineStreet and ImageNow.

TargetX/Salesforce: TX is the application system used for the Graduate School. The GAs share an account under the name Bananas Bear using the gradasst@maine.edu as the login account. Occasionally, the password is updated and shared to those using the account. You will receive training on TX, how to upload documents, and how to read the application during your first few weeks here.

Computer Stations: We currently have six GA workstations. You will choose a station upon arrival, which will be yours for your time here. At times workstations will need to be shared, please be flexible during those times. It is important to keep your workstation clean and tidy; organization and cleaning supplies are available.

GA Phone: Graduate assistants share an office phone in each GA office. The numbers are 581-3217 and 581-3392. The phone is mainly used for work purposes (ie. to assist in answering incoming calls when someone is away from the front desk or during our busier times, for event management/planning, and calling campaigns, etc.). The phone may also be used for other academic or job search purposes, but no personal calls should be made from the GA phone.

Storage: You will have a cubby where you can keep your belongings if you so choose. There is a coat closet across from the front desk where you can keep winter coats and other bulky clothing during your shift. If keeping belongings at your workstation, please place them where they will not be a safety hazard.

Box: Box is the shared drive within the office. It holds many documents pertaining to each employee's job function. Please use caution if you are using a document that is in someone else's folder. Under "Grad Assistants", you will find all of the documents related to GA training.

Storage Lockers AKA "Meat Lockers": There are three lockers in the back hallway near the bike racks that store extra supplies, special event materials, recruitment giveaways, copy paper, and holiday decorations. The key to lockers one and two is at the front desk. The key to locker three is the master key located in Kathleen's office.

Office Supply Closet: There is a shared supplies closet in the front office space beside the front door. Take what you need from this closet to complete your work at the Graduate School. There is a list on the front door to make note of supplies that are getting low and need to be ordered. Any special requests should go on the list.

Break Room/Kitchen: The Graduate School maintains a break room/kitchen for staff. There is a fridge, microwave, a toaster, Keurig coffee maker, and hot water makers available for use. Supplies are kept in the wooden cabinet near the coffee maker and in the cabinets near the fridge and sink. Please wash any dishes used by the end of the day and clean up after yourself.

Graduate Assistant Job Description

- Assist with the recruitment of new graduate students - including professional representation of the Graduate School at selected fairs and informational sessions. (Refer to the Graduate School Events Standards for specifics.)
- Respond to general inquiries and requests for information from faculty, staff, prospective and current students, and external contacts via email, phone, and in-person.
- Perform a variety of data entry tasks and assist the Graduate School staff to process time sensitive electronic graduate files and documents including imaging, quality assurance, and linking/indexing to the student portal (MaineStreet).
- Provide initial thesis review services for students and staff.
- Assist with the planning and execution of various Graduate School events - including New Teaching Assistant Orientation, New Graduate Student Orientation, Annual Picnic/ Ice Cream Social, Open Houses, Staff Retreats, Graduate Commencement, etc.
- Provide tours of campus and Stodder Hall facilities to prospective students.
- Help coordinate, design, and develop Graduate School marketing materials.
- Management of Graduate School web site pages and social media platforms - including but not limited to all of the following: umaine.edu/graduate, Facebook, Twitter, etc. following our social media standards.
- Special projects and other duties from Graduate School staff and senior administration as assigned.

GA Code of Conduct: Professionalism & Expectations

Confidentiality. As a graduate assistant you will have access to personal and highly confidential information within students' files. Do not share any of this information outside of the office. This includes mentioning that a student came to the office, or called/emailed. No one outside of the

Graduate School should be notified of student info/interaction. If you are unsure whether you can disclose information, please ask the appropriate staff member.

Scheduling and Attendance. If you are sick, please call the main office number, 581-xxxx and leave a message. Changes to normal schedules should be emailed to your supervisors and updated in the Google calendar, 24 hours in advance if possible. You are responsible for keeping track of your 20 hours of work each week.

Punctuality. It is very important to be on time for your scheduled shift. Repeated problems adhering to the schedule will result in appropriate disciplinary action.

Holiday and Sick time. GAs are paid for sick and holiday time. If your scheduled work day falls on a Holiday you are not required to make up that time during the week. Sick days should be limited to 4 per semester, unless there are extenuating circumstances.

Academic breaks. GAs may work additional hours during Winter break (Dec/Jan) and receive additional pay; with three weeks of full Add Pay only. Please see your supervisor regarding Spring break policies. GAs with summer appointments (June/July/Aug.) are expected to work 20 hours of work each week, and can receive additional pay during this time.

Dress Code. Although you are a student, you are also an employee and represent the Graduate School. Our office serves the public and often your work duties will be in the main office where incoming visitors can see you. Therefore dress may be casual, but appropriate for a place of business. Improper dress includes: revealing clothing such as low cut tops and pants, short shorts, viewable undergarments, clothing with holes, sweatpants and other pajama-type clothes, and clothing with inappropriate logos or wording. Prior to Graduate School events (Picnic, Grad Board, Open House, etc) plan to dress accordingly for event set up or take down. During Graduate School events, please plan to wear a Graduate School t-shirt/polo or other business casual clothing.

Computer Usage. Personal Facebook accounts, and all other social media websites are prohibited during work hours unless working on a Graduate School social media project. Personal shopping, internet browsing not related to assigned duties, downloading music, programs, or pictures is also prohibited on office computers. Personal items or school work should not be stored on office computers for an extended length of time.

Cell Phones. Cell phones should be set to vibrate during your scheduled shift. Answering your cell phone due to an urgent situation is acceptable; however, please use common sense to determine what constitutes an urgent call. Texting is allowable in extreme moderation. Again, use common sense and DO NOT text while working or speaking with other co-workers, as it is very rude. Refrain from using social media on your phone, during your scheduled work hours.

Homework. If all Grad School tasks have been completed and no projects are available during your shift you may work on schoolwork assignments. Staff may interrupt you when a project becomes

available. You should check the Graduate School Task List in Asana regularly to see when a task becomes available. If there are no tasks available, please check with your supervisor for an assignment.

GA Workstations. Keep music and conversations to an appropriate level as not to disturb office staff and visitors coming to the Graduate School. Our office space holds frequent meetings with faculty, students, and administrative staff from other areas of the University and off-campus visitors. It is important to maintain a courteous, quiet, and professional atmosphere especially in the common areas (lobby and open office cabinet space).

Department Organizational Chart

(insert here)

GRADUATE ASSISTANT TRAINING MANUAL

Welcome to the University of Maine Graduate School!

The mission of the Graduate School is to produce engaged scholars and professionals by promoting excellence in all aspects of the graduate student experience. The School provides advanced education and professional training through innovative teaching, mentorship, research, and creative activity in established and emerging areas. This rigorous education prepares students to contribute meaningfully to the advancement of the state of Maine, the nation and the global community.

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SECTION 1: Introduction and Overview of Your Assistantship

This introduction will provide you with information that will be helpful as you get comfortable with the staff, office, procedures and systems of the Graduate School.

Overview of Your Assistantship

- Your assistantship includes a full tuition waiver for up to 9 graduate credits per semester (and up to 6 credits in the summer, if you have a 12-month appointment)
- You are responsible for paying all mandatory student fees, which will be automatically billed to your student account each semester
    - To avoid a late fee for these charges, students should enter the amount under "Anticipated Resources" in their MaineStreet Student Center
    - Instructions for entering "Anticipated Resources" may be found on the Bursar's Office website at https://umaine.edu/bursar/resources/
- If you will have a car on campus, you will need to purchase a Graduate Assistant parking pass for $50, which is good for one full year
    - Parking passes can be purchased online, in the MaineCard Office in the Memorial Union, or at Parking Services in Doris Twitchell Allen Village (DTAV)
    - GA parking passes allow you to park in both Blue (staff/faculty) and Black (commuter) lots

Your assistantship provides a credit for 50% of the cost of the UMaine health insurance policy designed for graduate assistants and fellows. You will also receive a monthly stipend starting in September and ending in May, unless you have a 12-month assistantship (the length of your assistantship will be determined upon hire). It will be paid to you on the **LAST** business day of each month via direct deposit, unless the last day falls on a holiday (e.g. December 31st.) In exchange for these benefits; you are required to log 20 hours per week in the office. You are a student first; however, please plan ahead to ensure you are meeting your academic needs and the office requirements.

Please visit the Office of Student Employment in Wingate Hall to fill out required I-9 and W-4 forms before your third working day.

Health Insurance

The cost of the GA health insurance policy is automatically charged to your student account for graduate assistants and fellows.

You will receive an email with instructions on how to waive out or enroll in the plan in your UMS email. **If you have comparable health insurance and do not wish to enroll in the University's plan for GA's, you must complete an online insurance waiver to opt out.** Instructions for waiving the GA insurance will be sent to your UMS email.

Scheduling & Calling Out

Please keep the Google Calendar (GA Schedule) up to date with your working schedule. If you need to change your schedule during the week i.e. you are sick, running late, have an appointment, etc. please call the main office number, 581-3291, and leave a message. You are responsible for keeping track of your 20 hours of work each week.

Break Policy

GAs are paid for sick and holiday time. If your scheduled work day falls on a holiday or during a UMaine student break, you are not required to make up that time. Sick days should be limited to 4 per semester, unless there are extenuating circumstances. Please indicate holidays, breaks, snow days, and sick days on your timecard.

GAs are required to work during finals week during the fall and spring semesters and during the week before classes begin in January. GAs may work additional hours during Winter break and receive additional pay. Work expectations for Winter break during 2019-2020 are as follows:

- Week of December finals: Expected to work regular 20 hours - with any additional hours (not make up hours) available as add pay
- Week 1 of break : Not required; add pay up to 40 hours (excluding make up hours)
- Week 2 of break : Not required; add pay up to 40 hours (excluding make up hours)
- Week 3 of break : Not required; add pay up to 40 hours (excluding make up hours)
- Week 4 of break : Expected to work regular 20 hours - with any additional hours (not make up hours) available as add pay

Any hours worked during Winter break also have the option to be traded for the 1-2 weeks at the end of May (after Commencement). This is to offset the previous policy during spring break when there were 2 weeks. You may also work during spring break week and count that toward a week at the end of May.

GAs on 12 month appointments are required to work during the summer break of June, July, and August. During this time GAs are required to work 20 hours each week. Except for make up hours, GAs can receive additional pay to be determined with your supervisor.

It is the responsibility of the GA to record and inform their supervisor of any hours worked as additional pay.

Training Checklist

- ❑ **Sexual Assault Prevention Training (completed once, upon hire)**: An online training program entitled *Not Anymore* may be accessed at the UMaine portal (https://mycampus.maine.edu). Once at the portal, click "UMS Quick Links" and then "Sexual Assault Prevention Training." Questions or concerns about the training may be directed to Elizabeth Lavoie, Deputy Title IX Coordinator, at 581-1406.
- ❑ **Basic Safety Training (must be completed annually)**: http://www2.umaine.edu/SEM/
- ❑ **Information Security Awareness Training (must be completed annually)**: may be accessed at the UMaine portal (https://mycampus.maine.edu) - then accessing Blackboard.

Training can be completed in the office and counted as work hours.

Access & Stodder Layout

Key to building: Kathleen will issue you a key to the building. It will open any exterior door. Upon separation or last day of employment it is required you sign the key back in.

Electronic Access: You will receive access via your UMS account for office purposes once you submit your access agreement form to Kathleen. You will also receive access to ImageNow - use the same username and password as your UMS login. You are periodically required to change your UMS password every 180 days (you will receive email reminders for this) - when you change your UMS password, it will automatically change your MaineStreet and ImageNow password. Please keep in mind our professionalism and confidentiality guidelines when accessing student documents and records in MaineStreet and ImageNow.

TargetX/Salesforce: TX is the application system used for the Graduate School. The GAs share an account under the name Bananas Bear using the gradasst@maine.edu as the login account. Occasionally, the password is updated and shared to those using the account. You will receive training on TX, how to upload documents, and how to read the application during your first few weeks here.

Computer Stations: We currently have six GA workstations. You will choose a station upon arrival, which will be yours for your time here. At times workstations will need to be shared, please be flexible during those times. It is important to keep your workstation clean and tidy; organization and cleaning supplies are available.

GA Phone: Graduate assistants share an office phone in each GA office. The numbers are 581-3217 and 581-3392. The phone is mainly used for work purposes (ie. to assist Trish in answering incoming calls when she is away from the front desk or during our busier times, for event management/planning, and calling campaigns, etc.). The phone may also be used for other academic or job search purposes, but no personal calls should be made from the GA phone.

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visitors. It is important to maintain a courteous, quiet, and professional atmosphere especially in the common areas (lobby and open office cabinet space).

SECTION 2: Common GA Tasks

Chain of Command & Priority of Tasks

Kathleen is your supervisor, and will hold check-in meetings with the GAs as needed. Kathleen and other staff members will assign specific projects to GAs through the Graduate Office Task List located in Asana. GAs are expected to check the list upon arrival for new tasks and update the list once a task is complete. Common GA tasks (below) should be checked on daily and take priority over special projects unless otherwise specified.

Common GA Tasks

"NEEDS ATTENTION" Basket

The "Needs Attention" basket will contain materials to be sorted and scanned, and other important tasks including Graduate Assistantship Appointment Forms and Final Thesis Review Forms.

Grad Email

Grad Email should be checked frequently and regularly. GAs should strive to make sure that the email inbox is "cleared" at least once a day. Depending on work schedules, GAs are assign times to answer Grad Email and the schedule will change each semester. If you are unable to answer Grad Email at your scheduled time, it is your responsibility to ask another GA or Kacey to take over email during your shift.

Scanning/QA/Linking

Office staff will give you a full training of ImageNow and TargetX, and will also provide you with a helpful packet of instructions and guidelines.

Reviewing Theses/Dissertations and Finals

GAs review tentative theses and dissertations and pre-review final copies of both. You will be fully trained on this before you review a thesis for the first time. Once you review a tentative or final thesis/dissertation, place it in Katie's office. It is important that we pre-review thesis and dissertations as quickly and accurately as possible so that we can get the tentative drafts back to the student, so they can submit their final copy by the appropriate deadline for their semester of graduation (December, May, or August).

Front Desk Coverage

There will be times where you will need to cover the desk. Part of your training will be to shadow a GA or Trish in order to get comfortable with working up front. Primarily you are to answer the phones, and greet individuals that come in to the Graduate School. If you have questions, please ask the appropriate person, if they are here. Please use the documentation at the Front Desk for more information about proper protocol and procedures.

Room 57/48

Rooms 57 and 48 are the two large conference rooms in Stodder that are used for a wide range of events and meetings. GAs are tasked with rearranging this room regularly. When the rooms are used for a Grad School event, the staff will try to give you advanced notice to ensure you are wearing "moving attire" (closed-toed shoes are helpful for these days). Reservation for these rooms are managed through Grad Email. Per the request of the VPR, we do not allow consecutive days to

be booked in either 57 or 48 unless the group has the specific approval of Scott Delcourt, Senior Associate Dean of the Graduate School.

Campus Tours

The GAs provide tours of campus to prospective and newly admitted students. Training is provided on how to give a campus including which buildings are included on the tour and helpful information about the University.

Graduate School Website

The Graduate School website is managed through Wordpress. Trainings are available Thursday through Marketing and Communications. GAs are in charge of posting Notices of Oral Examination, recent UMaine news, and other resources from different departments.

Social Media

The Graduate School maintains a Facebook and Twitter account, which the GAs are responsible for managing. Post should include events and news related to graduate students and graduate studies. Occasionally, people will message the Facebook account. Treat these messages like an email with a prompt, professional, and informative response. When in doubt, have the person send their request to grad email.

Stodder Hall Residents

Short term and long term residents live in the upstairs floors of Stodder Hall. The Faculty in Residence and the Graduate Community Coordinators are responsible for events and emergencies with the residents outside office hours. During office hours GAs handle lock-outs and other minor problems. You will be given access to the resident hall and elevator using your MaineCard.

SECTION 3: Guide to the Orono Area

The greater Orono area is like many other university towns in a predominately rural setting. Plenty of restaurants can be found, cultural events take place, and the great outdoors is there to explore!

Dining Out

Margarita's – Mexican style restaurant, don't miss college night on Wednesday's for half off appetizers and more! Vegetarian friendly.

The Family Dog – Great spot for burgers, ice cream, weekend brunch, and coffee. Family (and dog) friendly with an outdoor terrace! Vegetarian friendly with live music and/or dancing available.

Woodman's – American style entrées can be enjoyed as a sit down meal or at the bar. A popular spot for graduate students featuring outdoor fire pits and Monday night trivia! Vegetarian friendly with live music and/or dancing available.

Harvest Moon – Deli serving sandwiches and salads with locations in Orono and Bangor. Check out their featured sandwich of the month! Vegetarian friendly.

Nest – Coffee shop with baked goods, breakfast sandwiches, and smoothies. A great place to study! Vegetarian friendly.

Orono Brewing Company (OBC) – Recently renovated brewery offering local craft beer and a small menu with outdoor seating.

Thai Kitchen – Thai cuisine featuring great lunch specials. Free delivery in the Orono area. Vegetarian friendly.

Getting Outside

The state of Maine has plenty of opportunities for you to get outside! Here are just a few ways you can take advantage of those opportunities as well as some popular destinations in the Orono area and beyond.

Maine Bound Adventure Center - On campus, there is the Maine Bound Adventure Center, commonly referred to as Maine Bound. Apart from their indoor rock climbing wall, they are utilized by many students for equipment rental and outdoor trips.

University Forest & Bangor City Forest – The University maintains a series of trails called DeMeritt Forest Trail System. Be sure to follow trail guidelines to determine which are appropriate for walking, biking, cross country skiing, etc. Beyond campus is the Bangor City Forest which is home to the Orono Bog Boardwalk and 9 miles of trails.

Sugarloaf Mountain – Located 2 hours north of Orono in the Carrabassett Valley. If you ski or snowboard, or want to learn how, this is the place to be!

Mount Katahdin – The highest mountain in Maine at 5,267 feet. It is part of the Appalachian range and located in Baxter State Park, a 2 hour drive from Orono. This is a strenuous hike so always check weather conditions and the Baxter State Park website.

Acadia National Park – The only national park in New England and located primarily in Mount Desert Island. It boasts granite peaks like Cadillac Mountain, which is the highest on the East Coast. Cadillac is a popular spot to watch the sunrise for tourists and Mainers alike. There are many hikes that range in difficulty, so there is something for everyone. Bar Harbor is a quaint nearby town popular for shopping, dining out, and souvenirs.

Social & Cultural Events

The University of Maine and Orono area has many avenues for social and cultural events for students. Make sure to check out the websites for student discounts and free events.

Movies

- Bangor Drive-in
- Bangor Mall Cinemas 10
- Spotlight Cinemas Orono

Conference and Event Centers

- Darling's Waterfront Pavilion
- Collins Center for the Arts (CCA)
- Bangor Cross Insurance Center

Museums

- Cole Land Transportation Museum
- Hudson Museum (CCA)
- Portland Museum of Art
- University of Maine Museum of Art

Recreational

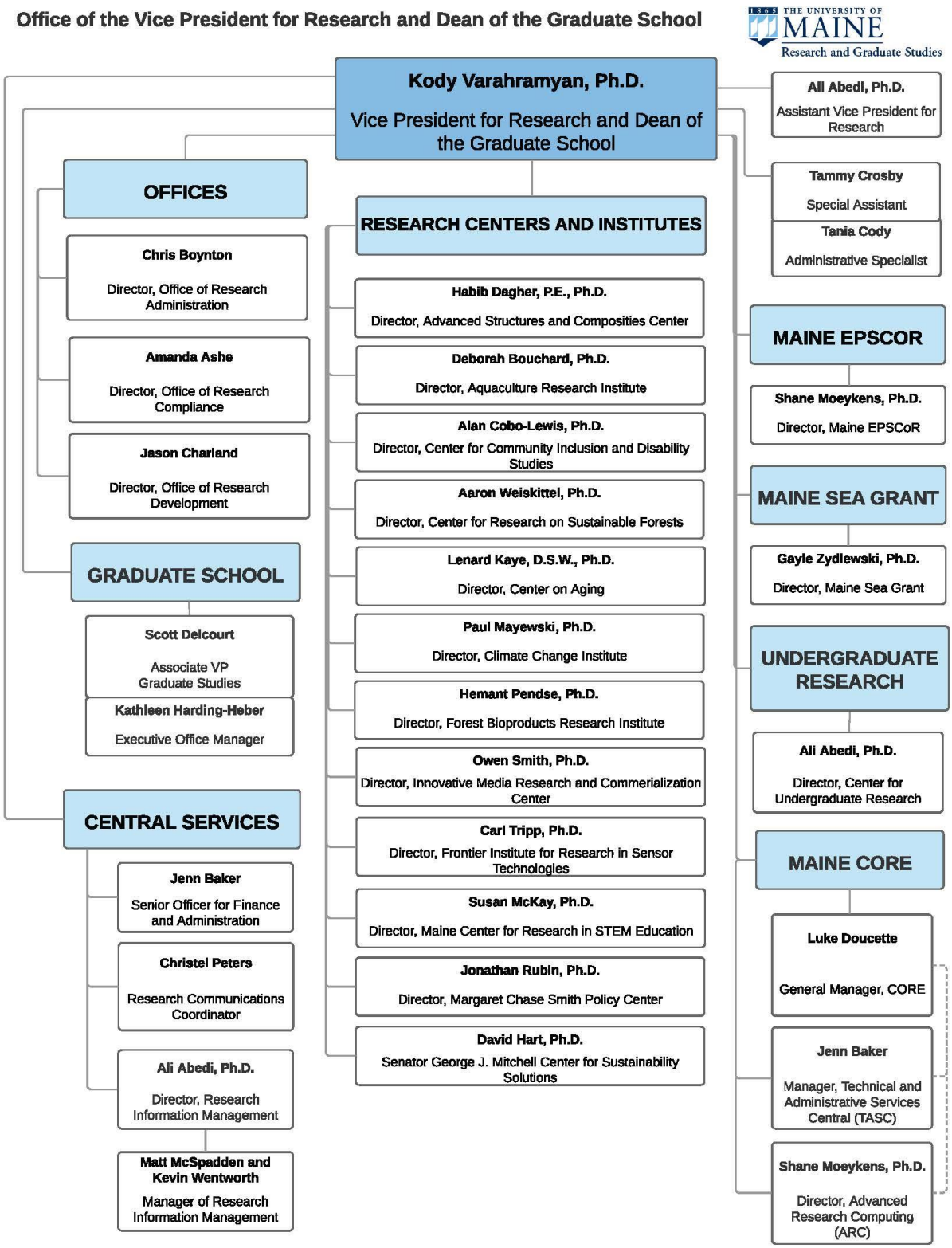
- New Balance Student Recreation Center
- Alfond Arena
- Old Town Recreation Center

APPENDIX A: Staff Responsibilities

Graduate School Staff and Responsibilities	2019-2020

Kathleen Harding-Heber **Executive Office Manager** (581.3289, kathleen.hardingheber@maine.edu) • Stodder Hall building manager • Graduate School staff & GA supervisor • Financial account manager • Graduate fellows • Event coordinator • Graduate Board Secretary • GSBSE Leadership Team Member	**Crystal Burgess** **Director of Graduate Communications** (581.3223, crystal.burgess@maine.edu) • CRM Administrator (TargetX) • Website/online application maintenance • Social media • ImageNow/WebNow office contact person • NAGS Assistant
Fiona Libby **Coordinator of Strategic Recruitment** (581.2296, Fiona.libby@maine.edu) • Recruitment contact for graduate professional programs • Graduate enrollment management strategy • Recruitment contact for prospective applicants • Graduate applicant communication • US & Canada recruitment strategy	**Jason Aylmer** **Graduate Student Recruiter** (581.4719, jason.aylmer@maine.edu) • Recruitment contact for international prospective applicants • International graduate student communication • International recruitment strategy • Domestic student recruitment (60% focus)
Zhen Zhang **Program Assistant for the Graduate School of Biomedical Science and Engineering** (581.4654, zhen.zhang@maine.edu) • GSBSE primary contact • Meeting scheduling for GSBSE Director	**Debbi Clements** **Academic Records Specialist** (581.3221, debbi.clements@maine.edu) • Student/Department official correspondence • Graduate student information databases • Graduate Faculty appointments (ROQ's) • Immigration documentation for international students • Review of Part-Time Temporary Faculty and Overload Teaching Agreements • Domestic Study Away verification • Withdrawal Processing
Jessica Ouellette **Administrative Support Supervisor** (581.3220, jessica.ouellette1@maine.edu) • Degree and certificate applications & supporting materials • ImageNow/WebNow office contact person • Applicant/Department communications • Graduate School catalog • Graduate Assistant appointments & insurance • Front desk supervisor	**Patricia Perry** **Administrative Specialist** (581.3291, patricia.perry1@maine.edu) • Meeting scheduling for Associate Vice President • Office reception • Short-term housing contact • Stodder resident coordinator • Conference room reservations • Graduate assistant & fellow assistance • Curriculum Committee contact person
Gail Boucher **Administrative Specialist** (581.3219, gail.boucher1@maine.edu) • Graduate non-degree applications • Graduate student registration • Financial adjustments • Fee processing and deposits • Office reception / back-up • Change of grade verification • Retro-active course add/drop	**Katie Rossignol** **Student Success Manager** (581.4217, kathryn.rossignol@maine.edu) • Professional Development & Student Success • Thesis review • Degree auditor • Evaluation of graduate transfer credits • Programs of study • Leave of absence, low grade report; follow-up • Graduate School surveys • Staff assistant for IPhD and MAIS programs
Amanda Quiring **Administrative Specialist** (581.1623, amanda.quiring@maine.edu) • CRM Assistant • Web and social media assistant • Marketing content design • Secretary for recruitment, retention, and enrollment teams.	**Anna Martin, David Bickford-Duane, Lauren Wheelock, Jennifer Jain, Arman Garavanian, Kate Fogler, Ruben Torres** **Graduate Assistants for the Graduate School** (581.3217 & 581.3392, graduate@maine.edu) • Student recruitment/admission marketing • Campus tours & Special Projects for the Graduate School

APPENDIX B: VPRDGS Organizational Chart



The Graduate School

THE UNIVERSITY OF MAINE

5775 Stodder Hall
Orono, Maine 04469-5775
Tel: 207.581.3291
Fax: 207.581.3232
umaine.edu/graduate

May 18, 2018

GRADUATE ASSISTANT JOB DESCRIPTION

Essential Duties:

- Assist with the recruitment of new graduate students – including professional representation of the Graduate School at selected fairs and informational sessions.
- Respond to general inquiries and requests for information from faculty, staff, prospective and current students, and external contacts via email, phone, and in person
- Perform a variety of data entry tasks and work with the Graduate School staff to process time sensitive electronic graduate files and documents including imaging, quality assurance, and linking/indexing to student portal (MaineStreet).
- Provide initial thesis review services for students and staff
- Assist with the planning and execution of various Graduate School events - including but not limited to all of the following: New Teaching Assistant Orientation, New Graduate Student Orientation, Annual Picnic, Open Houses, Staff Retreats, Graduate Commencement, etc.
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- Help coordinate, design, and develop Graduate School marketing materials
- Management of Graduate School web site pages and social media platforms – including but, not limited to all of the following: maine.edu/graduate, Facebook, Twitter, Instagram, etc…
- Special projects and other job duties from Graduate School staff and senior administration as assigned

Skills and Qualifications:

- High degree of confidentiality and attention to detail required
- Strong organizational and computer skills
- Excellent oral and written communication skills
- Professional dress code required for events, campus tours and student appointments.
- Ability to lift and move +/- 50 pounds (frequently rearranging furniture & moving boxes)
- Knowledge of general higher education systems and processes, preferred
- Customer service experience, preferred

The ideal candidate will have prior experience in an administrative office and enjoy a fast-paced, dynamic work setting.

Student must have filed a FAFSA form and must be work-study eligible.

Some travel may be required.

Interested applicants should submit a cover letter, resume, and contact information for two references to Kathleen Harding-Heber (Kathleen.hardingheber@maine.edu)

Example of a Graduate Assistantship job posting in CareerLink:

Position Type
Graduate Assistantship

University Department/Employer
University of Maine Career Center

Contact
Crisanne Blackie

Job Title
Graduate Assistantship 2019-2020

How to Apply
To apply:
• Forward a letter of application, resume, contact information for 3 references, to Crisanne Blackie, Director, Career Center, Memorial Union, University of Maine, Orono, ME 04469. You may apply electronically by sending your materials to Crisanne Blackie: cblackie@maine.edu. Please attach your letter and resume as Word documents.
• Questions? Contact the Career Center at 207.581.1359 or umainecareercenter@maine.edu

Description of Position
The Career Center is seeking a Graduate Assistant for the 2019-2020 academic year. Students who file the Free Application for Federal Student Aid (FAFSA) by the March 1 deadline, and who subsequently qualify for funding through the Federal Work-Study Program, are eligible for this assistantship.

Position Responsibilities
As a Graduate Assistant, you will . . .
• Take a lead role in actively promoting and marketing the Career Center's programs using a variety of media as well as using public speaking skills
• Engage in extensive outreach activities to students and faculty via personal contacts, persuasive writing, publications, use of social media, and presentations/workshops/programs in the residence halls and with student organizations.
• Provide direct service to students, which may include critiquing resumes, conducting mock interviews, helping students develop career plans and job search strategies, and making group presentations
• Provide support for the Maine Mentor program, social media marketing efforts, and programming for first-year students in collaboration with other departments and programs.
• Gain a solid understanding of the career development process and career services in higher education

Application Documents Required

Cover Letter
Resume

Posting Date
February 5, 2019

Expiration Date
March 1, 2019

Location
Orono, Maine United States

Salary/Compensation
$15,600-$16,000 based on a 20 hr. per week position during the academic year, September 2019-May 2020. Tuition waiver for the academic year (up to 9 credits per semester)

Desired Start Date
September 1, 2019

Duration
Fall 2019-May 2020

Approximate Hours Per Week
20 hrs/wk.

Qualifications
Qualifications:
• Strong verbal, written and interpersonal communications skills
• Strong organizational skills
• Strong counseling skills
• Ability to interact in a professional manner with faculty, students, alumni and employers
• Proficiency using computers and social media required; familiarity with MS Office, Internet research.
• Full-time graduate degree student status; must be admitted to a graduate program before applying.
• Strong interest in career counseling, student development, higher education, and/or human resources

Desired Major(s)
All Majors

Desired Class Level
Fourth Year, Graduate Student

Template for Graduate Assistantship Job Posting:

Position Type:
Graduate Assistantship

Restrict Applications
Yes

Employer
(Information needed)

Contact
(Information needed)

Job Title
Graduate Assistantship **(year)**

How to Apply
To apply:
• Forward a letter of application, resume, contact information for 3 references, to (individuals name and address that is receiving application) You may apply electronically by sending your materials to **(Name and email address to the person receiving information).** Please attach your letter and resume as Word documents.
• Questions? Contact the **(office phone number and email)**

Description
The (department) is seeking a Graduate Assistant for the 2019-2020 academic year. Students who file the Free Application for Federal Student Aid (FAFSA) by the March 1 deadline, and who subsequently qualify for funding through the Federal Work-Study Program, are eligible for this assistantship. **(If the assistantship doesn't require work study funds you will not need this information)**

As a Graduate Assistant, you will . . .
• (Provide the role of the graduate assistantship and what their job with entail)
•
•
•
•

Application Documents Required
Cover Letter
Resume

Confirm Application Documents Required

Cover Letter
Resume

Posting Date
(Date needed)

Expiration Date
(Information needed)

Annually Recurring Job
No

Location
Orono, Maine United States

Salary Level
$15,600-$16,000 based on a 20 hr. per week position during the academic year, September **(Year**)-May **(year).** Tuition waiver for the academic year (up to 9 credits per semester)

Desired Start Date
(Date needed)
Duration
(Information needed)

Approximate Hours Per Week
20 hrs/wk.

Qualifications
Qualifications:

- **(Include qualifications your office is looking for in a graduate assistant)**

Desired Major(s)
(Information needed)

Desired Class Level
Fourth Year, Graduate Student

Template for Graduate Assistantship Job Posting:

Position Type:
Graduate Assistantship

Employer
(Information needed)

Contact
(Information needed)

Job Title
Graduate Assistantship

How to Apply
- To apply: (Include necessary application information such as resume, contact information for 3 references)
- You may apply electronically by sending your materials to **(Name and email address to the person receiving information).** Please attach your letter and resume as Word documents.
- Questions? Contact the **(contacts' phone number and email)**

Description
The (department) is seeking a Graduate Assistant for the 2019-2020 academic year.

Include if necessary: Students who file the Free Application for Federal Student Aid (FAFSA) by the March 1 deadline, and who subsequently qualify for funding through the Federal Work-Study Program, are eligible for this assistantship. **(If the assistantship doesn't require work study funds you will not need this information)**

Position Responsibilities
As a Graduate Assistant, you will . . .
- **(Provide the role of the graduate assistantship and what their job will entail)**
-

Application Documents Required
Possible options include: Cover Letter, resume/CV, letter of intent, etc.

Requested Posting Date
(Insert Date)

Expiration Date of

(Information needed)
Deadline to apply
(Insert Date)

Location
Orono, Maine United States

Salary/Compensation
$15,600-$16,000 based on a 20 hr per week position during the academic year, September **(Year**)-May **(year).** Tuition waiver for the academic year (up to 9 credits per semester, and up to 6 credits per summer semester)

Desired Start Date
(Insert Date)

Duration of Appointment
(Information needed)

Approximate Hours Per Week
20 hrs/wk.

Qualifications
Qualifications:
(Include qualifications your department is looking for in a graduate assistant)

Desired Major(s)
(Information needed)

Desired Class Level
Fourth Year, Graduate Student

The University of Maine – Graduate School of Business
&
University of Maine at Presque Isle

Accelerated Graduate Pathway to MBA
Business Administration Majors

Program Description:

This program provides Business Administration majors at the University of Maine at Presque Isle the opportunity to complete the University of Maine MBA program in one academic year, after receiving a bachelor's degree from the University of Maine at Presque Isle. The UMPI students can choose from the Online MBA or the Evening MBA (in-residence), with the admission criteria being the same for either program.

This Accelerated Graduate Pathway, exclusively for UMPI students, provides for a favorable admission process and an accelerated degree plan, including:

1.) Streamlined admissions
2.) Application fees waived
3.) Possible GRE/GMAT waiver
4.) TOEFL waived for international applicants
5.) Automatic consideration for the George F. Naumann and John M. Webber Scholarships

Admission Requirements:

1. Undergraduate GPA of 3.0
2. Earned a "B" or better in:
    a. ECO 207 Macro & Micro Economics
    b. MAT 140 Mathematics for Business
3. Earned a "B" or better in the UMPI business administration core courses.
4. Earned a "B" or better in the UMPI business concentration courses.
5. Minimum GMAT of 500. A GMAT waiver is available, with a GPA of 3.25 or above.
6. Completed application.

UMPI students can apply for the program in the Fall of their senior year and receive conditional admission to the MBA program. Full admission will be granted upon successful completion of their UMPI degree in Business Administration.

THE UNIVERSITY OF MAINE
Graduate School of Business

Degree Plan:

UMPI students will have the option to complete the Essential MBA (30 credit hours) or an MBA with a concentration (33 – 36 credit hours) in either the Online or the Evening MBA format.

MBA Core (24 credit hours):

- BUA 601 – Statistical Analysis and Modeling for Organizational Operations
- BUA 605 – Creating & Capturing Value in the Digital Economy
- BUA 609 – Financial Statement Analysis
- BUA 620 – Law, Business and Society
- BUA 626 – Management of Contemporary Organizations
- BUA 670 – Managerial Marketing
- BUA 651 – Financial Management
- BUA 649 – Management Policy

Electives (6 - 12 credit hours):

- 6 credit hours for the Essential MBA, via MBA Elective Courses
- 9 to 12 credit hours, via Graduate Electives as prescribed by the concentration requirements

Degree Schedule:

Term	**Courses**	**Credit Hours**	**Format**
Summer*	2 MBA Core Courses	6 Credit Hours	Online
Fall	4 MBA Core Courses	12 Credit Hours	Online or Evening (In-residence)
Spring	BUA 649, 1 Core, 2 electives	12 Credit Hours	Online or Evening (In-residence)
Summer**	2 Electives	6 Credit Hour	Online

* If necessary, foundation courses in statistics and economics can also be taken.
** As necessary to complete Concentration requirements.

This schedule illustrates an accelerated schedule for completing the MBA in less than a year, but UMPI students can also choose to complete the MBA degree at their own pace.

The University of Maine – Graduate School of Business
&
University of Southern Maine

Accelerated Graduate Pathway to MBA
Business Majors

Program Description:

This program provides Business Majors at the University of Southern Maine the opportunity to complete the University of Maine MBA program in one academic year, after receiving a bachelor's degree from the University of Southern Maine. The USM students can choose from the Online MBA or the Evening MBA (in-residence), with the admission criteria being the same for either program.

This Accelerated Graduate Pathway, exclusively for USM students, provides for a favorable admission process and an accelerated degree plan, including:

1.) Streamlined admissions
2.) Application fees waived
3.) Possible GRE/GMAT waiver
4.) TOEFL waived for international applicants
5.) Automatic consideration for the George F. Naumann and John M. Webber Scholarships

Admission Requirements:

1. Undergraduate GPA of 3.0
2. Earned a "B" or better in:
    a. ECO 101 Introduction to Macroeconomics
    b. ECO 102 Introduction to Microeconomics
    c. MAT 210 Business Statistics
3. Earned a "B" or better in the USM business core courses (33 credits).
4. Earned a "B" or better in the USM business major course (15 credits).
5. Minimum GMAT of 500. A GMAT waiver is available, with a GPA of 3.25 or above.
6. Completed application.

USM students can apply for the program in the Fall of their senior year and receive conditional admission to the MBA program. Full admission will be granted upon successful completion of their USM degree in Business Administration.

Degree Plan:

USM students will have the option to complete the Essential MBA (30 credit hours) or an MBA with a concentration (33 – 36 credit hours) in either the Online or the Evening MBA format.

MBA Core (24 credit hours):

- BUA 601 – Statistical Analysis and Modeling for Organizational Operations
- BUA 605 – Creating & Capturing Value in the Digital Economy
- BUA 609 – Financial Statement Analysis
- BUA 620 – Law, Business and Society
- BUA 626 – Management of Contemporary Organizations
- BUA 670 – Managerial Marketing
- BUA 651 – Financial Management
- BUA 649 – Management Policy

Electives (6 - 12 credit hours):

- 6 credit hours for the Essential MBA, via MBA Elective Courses
- 9 to 12 credit hours, via Graduate Electives as prescribed by the concentration requirements

Degree Schedule:

Term	Courses	Credit Hours	Format
Summer*	2 MBA Core Courses	6 Credit Hours	Online
Fall	4 MBA Core Courses	12 Credit Hours	Online or Evening (In-residence)
Spring	BUA 649, 1 Core, 2 electives	12 Credit Hours	Online or Evening (In-residence)
Summer**	2 Electives	6 Credit Hour	Online

* If necessary, foundation courses in statistics and economics can also be taken.
** As necessary to complete Concentration requirements.

This schedule illustrates an accelerated schedule for completing the MBA in less than a year, but USM students can also choose to complete the MBA degree at their own pace.

The University of Maine – Graduate School of Business
&
Colby College

Accelerated Graduate Pathway to MBA
Economics Majors

Program Description:

This program provides Economics majors at the Colby College the opportunity to complete the University of Maine MBA program in one academic year, after receiving a bachelor's degree from the Colby College. The Colby College students can choose from the Online MBA or the Evening MBA (in-residence), with the admission criteria being the same for either program. This agreement provides for a favorable admission process and an accelerated degree plan, allowing Colby graduates to take MaineMBA courses while they begin work in their first professional position, post-graduation internships, or while they engage with Peace Corps or other post-baccalaureate service positions.

This Accelerated Graduate Pathway, exclusively for Colby College Economics Majors, provides for a favorable admission process and an accelerated degree plan, including:

1.) Streamlined admissions
2.) Application fees waived
3.) Possible GRE/GMAT waiver
4.) TOEFL waived for international applicants
5.) Automatic consideration for the George F. Naumann and John M. Webber Scholarships

Admission Requirements:

1. Undergraduate GPA of 3.25
2. Earned a "B" or better in the following **Colby** courses:
    a. EC121fs Financial Accounting
    b. EC133fs Principles of Microeconomics
    c. EC134fs Principles of Macroeconomics
    d. EC211fs Corporate Finance I
    e. EC293fs Research Methods and Statistics for Economics
    f. EC235f Organizational Strategy and Economics
3. A GMAT waiver is available if the above criteria are met.
4. Completed graduate application.

Colby students may apply for the program at any time prior to graduation from Colby and receive conditional admission to the MBA program. Full admission will be granted upon the successful completion of their **Colby** degree in **Economics**.

THE UNIVERSITY OF MAINE
Graduate School of Business

Degree Plan:

Colby students will have the option to complete the Essential MBA (30 credit hours) or an MBA with a concentration (33 – 36 credit hours) in either the Online or the Evening MBA format.

MBA Core (24 credit hours):

- BUA 601 – Statistical Analysis and Modeling for Organizational Operations
- BUA 605 – Creating & Capturing Value in the Digital Economy
- BUA 609 – Financial Statement Analysis
- BUA 620 – Law, Business and Society
- BUA 626 – Management of Contemporary Organizations
- BUA 670 – Managerial Marketing
- BUA 651 – Financial Management
- BUA 649 – Management Policy

Electives (6 - 12 credit hours):

- 6 credit hours for the Essential MBA, via MBA Elective Courses
- 9 to 12 credit hours, via Graduate Electives as prescribed by the concentration requirements

Degree Schedule:

Term	Courses	Credit Hours	Format
Summer*	2 MBA Core Courses	6 Credit Hours	Online
Fall	4 MBA Core Courses	12 Credit Hours	Online or Evening (In-residence)
Spring	BUA 649, 1 Core, 2 electives	12 Credit Hours	Online or Evening (In-residence)
Summer**	2 Electives	6 Credit Hour	Online

* If necessary, foundation courses in statistics and economics can also be taken.
** As necessary to complete Concentration requirements.

This schedule illustrates an accelerated schedule for completing the MBA in less than a year, but UMPI students can also choose to complete the MBA degree at their own pace.

The University of Maine – Graduate School of Business
&
University of Maine at Presque Isle

Accelerated Graduate Pathway to MBA
Non-Business Administration Majors

Program Description:

This program provides Non-Business Administration majors at the University of Maine at Presque Isle the opportunity to complete the University of Maine MBA program in one academic year, after receiving a bachelor's degree from the University of Maine at Presque Isle. The UMPI students can choose from the Online MBA or the Evening MBA (in-residence), with the admission criteria being the same for either program.

This Accelerated Graduate Pathway, exclusively for UMPI students, provides for a favorable admission process and an accelerated degree plan, including:

1.) Streamlined admissions
2.) Application fees waived
3.) Possible GRE/GMAT waiver
4.) TOEFL waived for international applicants
5.) Automatic consideration for the George F. Naumann and John M. Webber Scholarships

Admission Requirements:

1. Undergraduate GPA of 3.0
2. Earned a "B" or better in:
    a. ECO 207 Macro & Micro Economics
    b. MAT 140 Mathematics for Business
3. Earned a "B" or better in the following UMPI business administration core courses.
    a. BUS 150 Intro to Financial Accounting
    b. BUS 220 Managerial Accounting
    c. BUS 325 Financial Management
    d. BUS 330 Marketing Management
    e. BUS 335 Organizational Behavior
4. Minimum GMAT of 500. A GMAT waiver is available, with a total GPA of 3.25 or above, and a 3.0 GPA in business courses.
5. Completed application.

UMPI students can apply for the program in the Fall of their freshman year and receive conditional admission to the MBA program. Full admission will be granted upon successful completion of their UMPI undergraduate degree.

THE UNIVERSITY OF MAINE
Graduate School of Business

Degree Plan:

UMPI students will have the option to complete the Essential MBA (30 credit hours) or an MBA with a concentration (33 – 36 credit hours) in either the Online or the Evening MBA format.

MBA Core (24 credit hours):

- BUA 601 – Statistical Analysis and Modeling for Organizational Operations
- BUA 605 – Creating & Capturing Value in the Digital Economy
- BUA 609 – Financial Statement Analysis
- BUA 620 – Law, Business and Society
- BUA 626 – Management of Contemporary Organizations
- BUA 670 – Managerial Marketing
- BUA 651 – Financial Management
- BUA 649 – Management Policy

Electives (6 - 12 credit hours):

- 6 credit hours for the Essential MBA, via MBA Elective Courses
- 9 to 12 credit hours, via Graduate Electives as prescribed by the concentration requirements

Degree Schedule:

Term	**Courses**	**Credit Hours**	**Format**
Summer*	2 MBA Core Courses	6 Credit Hours	Online
Fall	4 MBA Core Courses	12 Credit Hours	Online or Evening (In-residence)
Spring	BUA 649, 1 Core, 2 electives	12 Credit Hours	Online or Evening (In-residence)
Summer**	2 Electives	6 Credit Hour	Online

* If necessary, foundation courses in statistics and economics can also be taken.
** As necessary to complete Concentration requirements.

This schedule illustrates an accelerated schedule for completing the MBA in less than a year, but UMPI students can also choose to complete the MBA degree at their own pace.

The University of Maine – Graduate School of Business
&
University of Southern Maine

Accelerated Graduate Pathway to MBA
Non-Business Majors

Program Description:

This program provides Non-Business majors at the University of Southern Maine the opportunity to complete the University of Maine MBA program in one academic year, after receiving a bachelor's degree from the University of Southern Maine. The USM students can choose from the Online MBA or the Evening MBA (in-residence), with the admission criteria being the same for either program.

This Accelerated Graduate Pathway, exclusively for USM students, provides for a favorable admission process and an accelerated degree plan, including:

1.) Streamlined admissions
2.) Application fees waived
3.) Possible GRE/GMAT waiver
4.) TOEFL waived for international applicants
5.) Automatic consideration for the George F. Naumann and John M. Webber Scholarships

Admission Requirements:

1. Undergraduate GPA of 3.0
2. Earned a "B" or better in:
    a. ECO 101 Introduction to Macroeconomics
    b. ECO 102 Introduction to Microeconomics
    c. MAT 210 Business Statistics
3. Earned a "B" or better in the following USM business core courses.
    a. ACC 110 Financial Accounting Information for Decision Making
    b. ACC 211 Managerial Accounting Information for Decision Making
    c. BUS 260 Marketing
    d. FIN 320 Basic Financial Management
    e. BUS 340 Managing Organizational Behavior
4. Minimum GMAT of 500. A GMAT waiver is available, with a total GPA of 3.25 or above, and a 3.0 GPA in business courses.
5. Completed application.

USM students can apply for the program in the Fall of their freshman year and receive conditional admission to the MBA program. Full admission will be granted upon successful completion of their USM undergraduate degree.

Degree Plan:

USM students will have the option to complete the Essential MBA (30 credit hours) or an MBA with a concentration (33 – 36 credit hours) in either the Online or the Evening MBA format.

MBA Core (24 credit hours):

- BUA 601 – Statistical Analysis and Modeling for Organizational Operations
- BUA 605 – Creating & Capturing Value in the Digital Economy
- BUA 609 – Financial Statement Analysis
- BUA 620 – Law, Business and Society
- BUA 626 – Management of Contemporary Organizations
- BUA 670 – Managerial Marketing
- BUA 651 – Financial Management
- BUA 649 – Management Policy

Electives (6 - 12 credit hours):

- 6 credit hours for the Essential MBA, via MBA Elective Courses
- 9 to 12 credit hours, via Graduate Electives as prescribed by the concentration requirements

Degree Schedule:

Term	Courses	Credit Hours	Format
Summer*	2 MBA Core Courses	6 Credit Hours	Online
Fall	4 MBA Core Courses	12 Credit Hours	Online or Evening (In-residence)
Spring	BUA 649, 1 Core, 2 electives	12 Credit Hours	Online or Evening (In-residence)
Summer**	2 Electives	6 Credit Hour	Online

* If necessary, foundation courses in statistics and economics can also be taken.
** As necessary to complete Concentration requirements.

This schedule illustrates an accelerated schedule for completing the MBA in less than a year, but USM students can also choose to complete the MBA degree at their own pace.

1865 THE UNIVERSITY OF MAINE

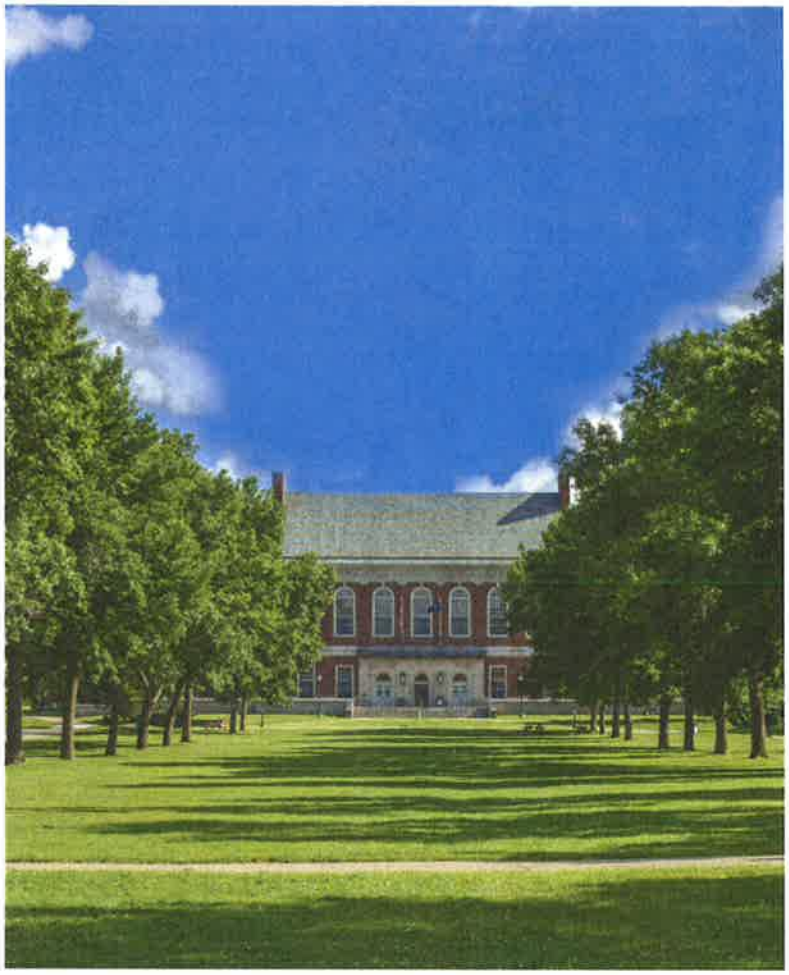
STRATEGIC VISION and VALUES:

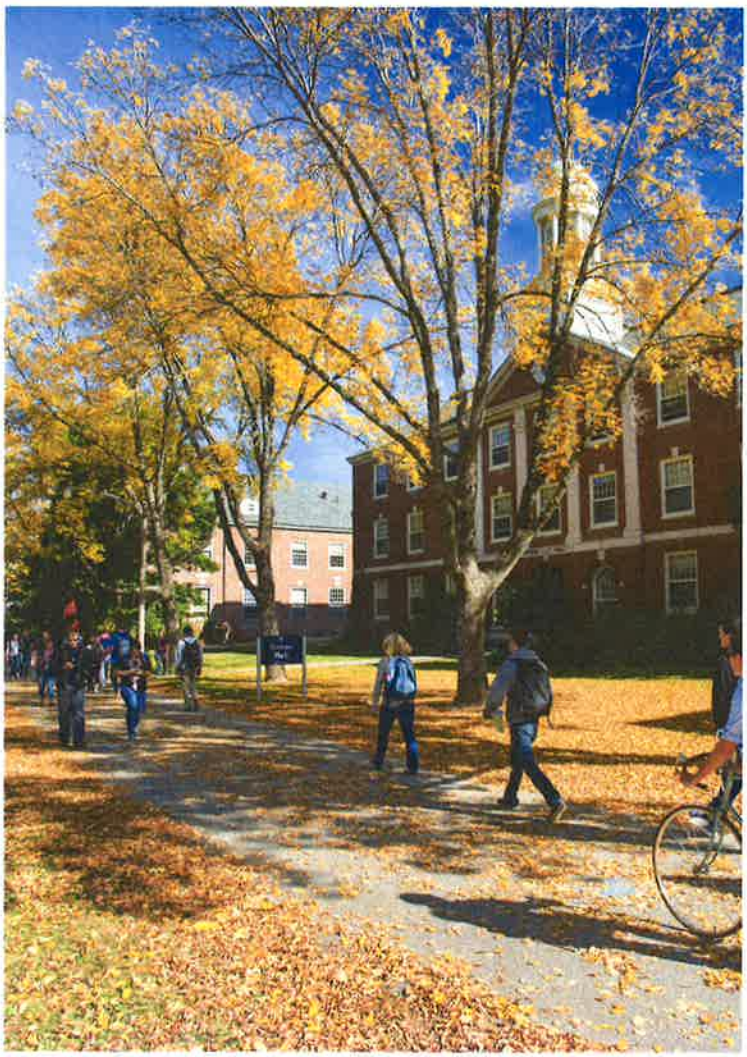
A Strategic Framework for the University's Future

August 2019

umaine.edu/strategic-visioning

Irja





STRATEGIC VISION and VALUES

A Strategic Framework for the University's Future

Vision

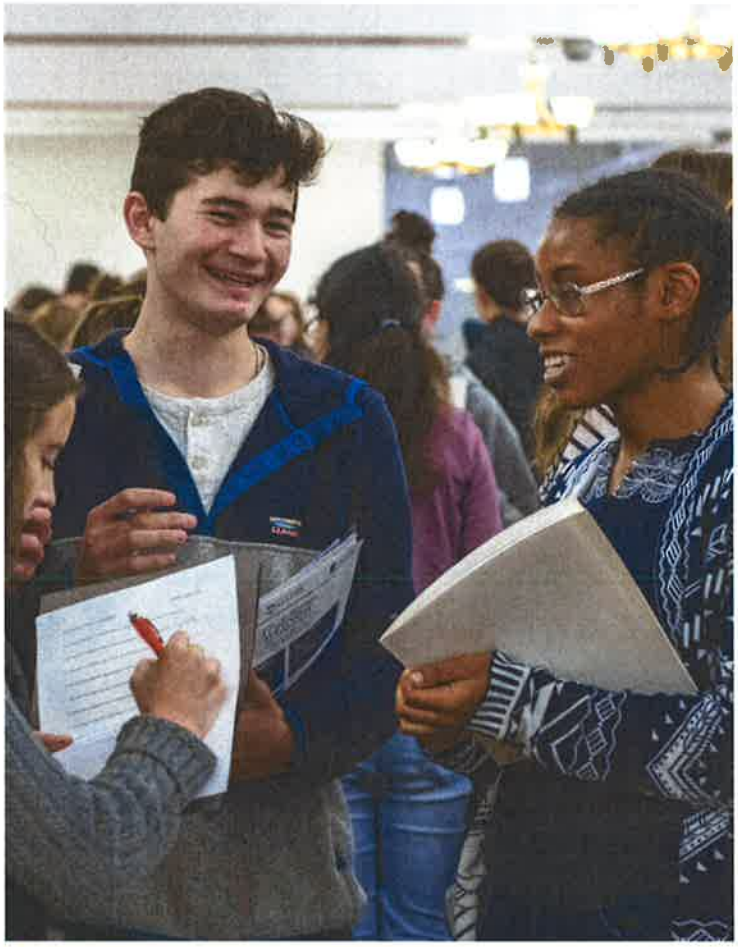
The University of Maine transforms lives through research, teaching and public service.

Values

Fostering Learner Success
The university is committed to fostering learning for all. We provide access and opportunity in and out of the classroom to prepare students for career success and civic engagement. Our faculty and staff support lifelong learning through excellence in teaching and co-curricular activity. Our inclusive community welcomes all learners and strives to sustain an enriching environment in which they can flourish and succeed.

Discovering and Innovating
As Maine's land grant and sea grant research university, we discover and produce new knowledge to serve the state, the nation and the world. Innovation, creativity and discovery are fundamental to who we are and what we do: They help us serve the people of Maine and people everywhere. We train the next generation of leaders to solve problems and promote solutions for the challenges we all face.

Growing and Advancing Partnerships
We collaborate with many partners to advance the cultural, economic and civic interests of communities throughout Maine and the world. As a public flagship university, we are stewards responsible for the resources entrusted to us. Through our engaged partnerships, we seek to make a difference in the arts, science, industry, commerce, and state and local government for the present and future betterment of all.



Goals

Goal 1:

We will support and grow Maine's economy through new discoveries and by building a workforce whose members are engaged in their communities and prepared for lifelong success.

1.1 We will welcome and support all learners and engage them in experiential learning.

- 1.1.1 We will support timely progress to graduation.
- 1.1.2 Our curricula will prepare undergraduate and graduate students for success by aligning tailored academic pathways with the skills needed to thrive in a range of career contexts.
- 1.1.3 Authentic experience in research, scholarship and/or creative activity will be part of every undergraduate's experience.
- 1.1.4 We will offer a range of educational programs to our diverse learners, including noncredit, professional development programs, badges and other microcredentials.
- 1.1.5 We will ensure access for qualified learners and reduce student debt.
- 1.1.6 We will expand production of students with graduate-level credentials to meet workforce needs in Maine and beyond.

1.2 We will create new knowledge and apply innovative research and scholarship to enrich lives.

- 1.2.1 We will mobilize our expertise and resources to create new knowledge and to solve pressing societal problems through research, development and engagement.
- 1.2.2 We will move new products from concept to commercialization, growing economic sectors and creating new markets in Maine and beyond.
- 1.2.3 We will produce graduates prepared to contribute to the knowledge, innovation and creative economy.
- 1.2.4 We will grow and diversify the doctoral education and research enterprise at UMaine, in partnership with stakeholders and collaborators, including other UMS campuses.

Goal 2:

We will continue to provide accessible and affordable education, research and service through processes that ensure effectiveness, efficiency and quality.

2.1 We will grow and advance partnerships to catalyze the cultural, economic and civic future of Maine and beyond.

- 2.1.1 We will collaborate with stakeholders, taking advantage of individual and collective strengths to address needs, innovate for the future and bring about positive change.
- 2.1.2 We will build UMaine's reputation as an easily accessible and highly desirable partner to apply creativity and innovation to solve problems for Maine businesses, K–12 education, industry and the state.
- 2.1.3 We will align research and academic resources in cross-campus partnerships to expand opportunities for students and communities throughout Maine.

2.2 We will optimize management of our infrastructure and enhance it to support the realization of our vision.

- 2.2.1 We will be a national leader in sustainability in higher education.
- 2.2.2 We will manage our "footprint" to maximize the efficiency of space utilization
- 2.2.3 We will develop a budgeting process that is responsive and transparent, aligns resources with strategic priorities, and creates incentive/reward structures that support advancement toward university goals.

2.3 We will communicate effectively with all stakeholders.

- 2.3.1 We will develop an organizational structure that supports coordinated communication with internal and external stakeholders.
- 2.3.2 We will develop processes for coordinating marketing strategies.
- 2.3.3 We will work with the University of Maine System to develop coordinated government relations strategies.

Goal 3:

The university will be a rewarding place to live, learn and work by sustaining an environment that is diverse and inclusive, and fosters the personal development of all its stakeholders.

3.1 We will be recognized as a great place to work in Maine.

- 3.1.1 We will be a welcoming and inclusive community where every viewpoint and every person is respected and diversity is embraced.
- 3.1.2 We will ensure that all employees have opportunities for professional development.
- 3.1.3 We will ensure that our policies and practices support work-life balance, and foster and facilitate a diverse workforce.

3.2 Students will form a lifelong relationship with the university.

- 3.2.1 We will ensure that all students have opportunities to engage in the life of the university outside of the classroom.
- 3.2.2 We will sustain a culture in which supportive interactions between faculty/staff and students are the norm.

Process

The Strategic Vision and Values Framework is a living document that will serve to guide the university over the next five years. Two parallel sets of processes will ensure that the university pursues its goals in ways that are consonant with its vision and values.

The university's vision, values and goals will serve as the foundation for strategic decision-making. Units will be expected to develop goals within the framework and budget decisions will align with the goals. Units will specify what actions they will take to support advancement toward the goals, articulate the metrics that will be used to measure progress and report on these metrics annually.

In addition to the framework serving as a guide to strategic thinking within the university's formal structure, a parallel process will be implemented whereby there will be periodic calls for proposals for new ideas for strategies and actions that support advancement toward the goals. In this way, the university will be responsive to changing contexts, and poised to capitalize on opportunities while remaining true to its vision and values.

The University of Maine is an EEO/AA employer, and does not discriminate on the grounds of race, color, religion, sex, sexual orientation, transgender status, gender expression, national origin, citizenship status, age, disability, genetic information or veteran's status in employment, education, and all other programs and activities. The following person has been designated to handle inquiries regarding non-discrimination policies: Director of Equal Opportunity, 101 North Stevens Hall, University of Maine, Orono, ME 04469-5754, 207.581.1226, TTY 711 (Maine Relay System).

University of Maine
Office of the Executive Vice President for Academic Affairs and Provost
5703 Alumni Hall
Orono, ME 04469-5703

umaine.edu