

## CURRICULUM COMMITTEE REPORT

**The Curriculum Committee met on September 10, 2024 and is recommending the following courses to the Graduate Board for approval at its September 19th meeting.**

### *New Courses:*

**BIO 539** Integrated Pest Management

**CHY 525** Physical Chemistry of Polymers

**COS 582** Introduction to Data Science

**ERL 555** Intervention Design for Struggling Readers

**NUR 567** Innovations in Teaching and Learning Practicum

**SVT 699** Thesis/Research

### *Modifications:*

**SED 536** Educational Strategies for Students with Severe Disabilities

**SED 544** Math Methods in Special Education

**SED 545** Intervention for Reading Difficulties

**SED 546** Writing Interventions for Students with Disabilities

Previously approved

**BMS 650** Grant Writing in Biomedical Science and Engineering

# BIO - 539 - Integrated Pest Management

2023/24 AY - Undergraduate/Graduate Cross Listing New Course Proposal

## General Catalog Information

# Undergraduate/Graduate Cross Listing New Course Proposal Form

**\*\*Read before you begin\*\***

**FILL IN** all fields required marked with an \*.

**ATTACH** supporting documentation.

**LAUNCH** proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

**Requested Action: Note: A complete syllabus is required for all new courses, including travel-study courses offered through DLL or Summer Session. Please be sure that all elements required for a syllabus at the University of Maine are present. We recommend you work closely with the syllabus guidelines found at [www.umaine.edu/citl](http://www.umaine.edu/citl).**

For assistance in completing this form or if you have any questions, email [um.catalog@maine.edu](mailto:um.catalog@maine.edu).

New Course  Undergraduate  
Career Offering\*  Graduate

Please attach any required files by navigating to the right side menu and clicking "Files".

Syllabus\*  Attached

(\*Add SL: before the title of course. Refer to documentation on the criteria for Service-Learning at: [www.umaine.edu/upcc](http://www.umaine.edu/upcc))

**NEW COURSE:** \*  New Course

**Please complete the Gen Ed section located towards the bottom of this form, if applicable.**

**REASON FOR NEW COURSE\***

There has been an increasing demand for entomology courses at UMaine. This course will fill a current gap in insect knowledge that focuses on aspects that are valuable for a variety of fields including biology, ecology, forestry, botany, and environmental science. In addition, it will count as an entomology-specific course for those with the Entomology Concentration (SBE students) or Minor (non-SBE-students).

\*\* BIO 439 is being proposed to have the Writing Intensive and Capstone\*\*.

**Department\***

School of Biology and Ecology

**EFFECTIVE SEMESTER:**

**Semester\***

Spring

**Year\***

2025

**PROPOSED CATALOG DESCRIPTION:**

**Course Designator\***

BIO

**Proposed Course #\*** 539

**Short Course Title (The short course title will reflect on the Class Section in MaineStreet and on the student's transcript). \*** Integrated Pest Management

**Long Course Title\*** Integrated Pest Management

**Course Description:\***

An introduction to entomology with emphasis on regulating populations of pest insects and the fundamentals of insect biology that influence insect populations of importance to ornamental plants, protected cultured, and field crops.

BIO 439 and BIO 539 cannot both be taken for degree credit.

**Prerequisites:**

BIO 439 Pre req: BIO200, ENH or SAG major and Junior standing, or instructor permission

BIO 539 PreReq: None

**Corequisites:**

N/A

**\*\* When determining the number of credit hours for your course please note the Definition of an Undergraduate Student Credit Hour as published in the Undergraduate Catalog:**

**Definition of an Undergraduate Student Credit Hour:** The University of Maine and the University of Maine at Machias acknowledge and adhere to the federal definition of a credit hour with respect to courses offered face-to-face, in hybrid format, and online, as developed in 2010 and published in the *Code of Federal Regulations (CFR)*, Title 34, Part 600.02:

[A] credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit [ . . . ] or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution[,] including laboratory work, internships, practica, studio work, and other academic work leading to the awarding of credit hours. Rev. September 2018

**Credit Hours:\*** 3

Does it meet Service-Learning?:\*  Yes  No

Can this course be repeated for credit? \*  Yes  No

If YES, total number of credits allowed:

If YES, total number of completions allowed:

\*Can students enroll multiple times in term? \*  Yes  No

\*Will this course be delivered using distance technology for over 50% of the class time? \*  Yes  No

(\* if you answered yes to either of these questions below, please consult with CITL as soon as possible: <https://umaine.edu/citl/instructional-design-2/>)

Will this course be a travel study course? (If you answered yes, please contact the Division of Lifelong Learning as soon as possible for approval: <https://dll.umaine.edu>)\*  Yes  No

Curriculum Changes \*  YES, I have submitted curriculum changes documenting how this new course will add to/change the degree requirements for any relevant majors/minors.  
 NO, this course will not be added to any lists of requirements, and therefore I have not submitted curriculum changes for it.

If you answered yes, please attach an edited copy of the current catalog with proposed changes or memorandum with proposed changes.

**If you answered yes, please include relevant curriculum changes here along with any edits that will be necessary with the addition of this course.**

See attached for the changes to the SBE Undergrad Programs.

(For information on Course Components Definitions please see: [UMS Data Governance Course Components Definitions](#) )

**COMPONENTS (type of course/used by Student Records for MaineStreet)\***

- Applied Music     Clinical     Field Experience  
 Independent Study     Laboratory     Lecture     Recitation  
 Research     Seminar     Simulation     Studio     Thesis  
 Travel Course

**When will this course typically be offered \***

- Fall     Summer     Spring     Alternating     Variable

**TEXT(S) PLANNED FOR USE\***

No text will be required for this course. We will use primary literature and journal articles for assignments and management plans, which will be available through Brightspace.

**COURSE INSTRUCTOR\***

Philip Fanning- Assistant Professor of Agricultural Entomology (25% teaching)

**Are additional resources required for this course?:\***

- YES, please list additional resources required and note how they will be funded or supported.  
 NO, the department will not request additional resources for this course, now or in the future, unless the request is accompanied by an explanation of how the increased funding or other support is to be provided.

**Additional Resources Required**

None

**For any resources needed for this course that the instructor is seeking to secure from, or access through, Fogler Library, has Fogler's Head of Collection Services affirmed their availability? \***

- YES, Fogler has affirmed that it has the digital and/or print resources needed for this course.
- NO, Fogler has not affirmed that it has the digital and/or print resources needed for this course (or, has confirmed that it cannot supply them).

**If you answered NO above, please plan accordingly as you prepare to deliver your course.**

**Will offering this course result in overload salary payments (either through the college or DLL) either to the instructor of this course or to anyone else as a result of rearranging teaching assignments? If yes, please explain: \***

No

**Does the content of this course overlap significantly with other University courses? If so, list the course, explain the overlap, and justify the need for the proposed course. \***

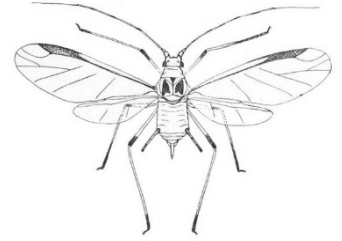
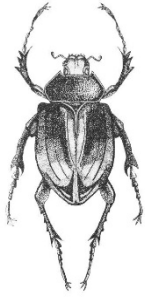
No

**What other department/programs are affected? Have affected departments/programs been consulted? Have any concerns been expressed? Please explain: \***

This is a required course for Sustainable Agriculture and Environmental Horticulture students in the School of Food and Agriculture, we have consulted them on the content and student learning outcomes and the pre-requisites that work best.







**Course Syllabus for BIO 439/BIO 539  
Integrated Pest Management  
Fall Semester 20XX**

**Lecture:** TBD

**Location:** Deering XXX

**Instructor:** Dr. Philip Fanning  
**Email:** philip.fanning@maine.edu  
**Office:** 305 Deering Hall  
**Phone:** 207-581-2989  
**Office Hours:** By appointment

### **Course Description**

An introduction to entomology with emphasis on regulating populations of pest insects and the fundamentals of insect biology that influence insect populations of importance to ornamental plants, protected cultured, and field crops.

BIO 439 and BIO 539 cannot both be taken for degree credit.

**BIO 439 Prerequisites:** BIO200, ENH or SAG major and Junior standing, or instructor permission

**BIO 539 Prerequisites:** None

3 credits, in person

Course materials, lectures, videos, homework assignments, additional readings, and other pertinent information will be available via **Brightspace**.

### **Introduction**

Insects play an important role in all life on earth through pollination, the food web, decomposition, destruction, etc. Pest species have the potential to cause severe ecological and economic damage, as well as threaten our food resources. Topics include Integrated Pest Management (IPM), Ecological Pest Management, and Biological Control. Pest management principles are rooted in a deep understanding of pest ecology and social, economic, and regulatory systems. Emphasis is placed on the basic tactics and tools of IPM, including biological, cultural, mechanical, and chemical controls, host plant resistance, pest monitoring,

and decision-making. The content will prepare students to develop a management plan based on the IPM principles.

## **Student Learning Objectives**

As a writing intensive and capstone experience, this course will require innovation, creativity, reflection, and synthesis of the knowledge and skills gained throughout your UMaine studies. By the end of this course, students will be able to:

- Explain and provide a written synthesis of insect characteristics, including morphology, development, physiology, and ecology, to assess impacts and explore management options.
- Identify and critically evaluate the pros and cons of various control methods.
- Discuss how integrating different management options can promote sustainability in pest management.
- Develop a framework for addressing management options for various pest species based on analyzing knowledge about the pest and the attacked system, considering economic implications, and weighing the environmental impacts of different options (i.e., formulating a management plan).
- Explain in writing the management of insects, with an awareness of different audiences, identifying and fully developing ideas, organizing ideas effectively, adhering to proper mechanics and style, and achieving clarity of expression in language and rhetorical form.
- Critique and revise your writing whilst completing your management plan.

## **Expectations – you are expected to:**

- Attend all lectures
- Be prepared to be actively involved in what is going on
- Take an active role in your education by asking questions, studying, completing assignments, and taking responsibility for your performance

## **Grading**

- **Pest Management Plan:** Students will create a management plan for a randomly assigned scenario regarding an insect pest and system. A separate rubric will be given to you in Week 8 when we will review the management plan. Your plan will include background biology and ecology of the insect and host, different management options, and assessments regarding potential impacts and costs for each option. A list of helpful sites and resources will be provided, and feedback will be given on a rough draft before the final version is submitted. Students must write their own unique paper. Failure to do so will be considered a violation of the University's academic honesty guidelines.
- **Exams:** There will be two exams (a midterm and a final exam). Questions on exams may be multiple-choice, matching, true-or-false, and/or short answer.
- **Quizzes:** Quizzes will be given periodically at the beginning or end of class. This will help me gauge where we are as a class and what information I may need to revisit to ensure understanding before moving on to a different topic.

- **In-class Activities:** Activities will occur during class time that will be completed before the end of the class period.
- **\*Note – at least one quiz or in-class assignment will be dropped to account for any unexpected issues that may prevent you from attending class; neither can be made up.**

## Graduate Student Grading

- **Presentation (75 pts):** In addition to the above assessments, each graduate student will lead a presentation regarding an IPM case study. This will involve researching the pest-host system, becoming familiar with the primary literature regarding the issue, and sharing its different management options. A list of pests will be available beforehand, and I will meet with each graduate student before their presentation to assist with any issues. Grades will be based on the quality of communication and the presentation, the ability to answer questions, and the breadth of knowledge regarding the pest management plan showcased.

<i>Undergraduate Students</i>	Points	% of grade
Quizzes/Activities	75	15
Rough Drafts	75	15
Exams (2 @ 100 pts each)	200	40
Final Management Plan	150	30
Final Percentage Grade = student points /500	500	

<i>Graduate Students</i>	Points	% of grade
Quizzes/Activities	75	13
Rough Drafts	75	13
Exams (2 @ 100 pts each)	200	35
Case Study Presentation	75	13
Final Management Plan	150	26
Final Percentage Grade = student points /575	575	

Final grades will be awarded using the following scale:

POINTS (%)	GRADE	POINTS (%)	GRADE	POINTS (%)	GRADE
≥ 92.5	A	79.5-82.4	B-	66.5-69.4	D+
89.5-92.4	A-	75.5-79.4	C+	62.5-66.4	D
85.5-89.4	B+	72.5-75.4	C	59.5-62.4	D-
82.5-85.4	B	69.4-72.5	C-	< 59.4	F

## Tentative Schedule

WEEK (STARTING)	TUESDAY	THURSDAY
1 (9/2)	Welcome! What is a pest?	History of pest management
2 (9/9)	Insect basics	Insect Ecology & traits
3 (9/16)	Non-native species Insect information sites	Ecological foundation for pest management
4 (9/23)	Integrated pest management (IPM)	Thresholds and injury levels
5 (9/30)	Sampling	Insecticides
6 (10/7)	Biological control 1	Biological control & insecticides
7 (10/14)	<i>No class - Fall Break</i>	
8 (10/21)	Pesticides and the Environment	Writing a management plan Exam review
9 (10/28)	<b>MIDTERM</b>	Host plant resistance and Plant-Insect Interactions
10 (11/4)	Cultural & physical control	Behavioral control (1 <sup>st</sup> management plan draft due)
11 (11/11)	<i>No class – Ent Soc Meeting</i>	Genetic control
12 (11/18)	Pest management costs	*Case Studies – Agriculture (2 <sup>nd</sup> management plan draft due)
13 (11/25)	*Case Studies - Agriculture	<i>No class - Thanksgiving Break</i>
14 (12/2)	*Case Studies - Forests	*Case Studies – Greenhouse & Turf (3 <sup>rd</sup> management plan draft due)
15 (12/9)	*Case Studies - Urban	TBD
16 (12/16)	<b>FINAL EXAM – XXXXXXXXX</b>	

\*Potential graduate student presentation

### Attendance/Make-up/Late Work Policy

You are expected to attend class unless otherwise noted. Written assignments can be turned in late, but with the consequence of ten percent per day late. For example, if a 50-point paper is submitted one day late, the *maximum* points the student can receive is 45 rather than 50. If work is submitted two days late, the *maximum* points would be 40, etc. In-class quizzes and activities cannot be made up. If you know that you will be out of class for a scheduled exam, please let Dr. XXX know as soon as possible so arrangements can be made.

**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 or generated by software

or systems without the explicit approval of the instructor, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University. Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314 (\*Date Issued: September 1, 2020): <https://www.maine.edu/board-of-trustees/policy-manual/section-314/>

**Students Accessibility Services Statement:** If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, um.sas@maine.edu, 581.2319, as early as possible in the term. Students may begin the accommodation process by submitting an accommodation request form online and uploading documentation at [https://umaine-accommodate.symplicity.com/public\\_accommodation/](https://umaine-accommodate.symplicity.com/public_accommodation/). Once students meet with SAS and eligibility has been determined, students submit an online request with SAS each semester to activate their approved accommodations. SAS creates an accessibility letter each semester which informs faculty of potential course access and approved reasonable accommodations; the letter is sent directly to the course instructor. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with Dr. XXX privately as soon as possible.

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

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

**Sexual Discrimination Reporting:** The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a faculty or staff member who is deemed a "responsible employee" 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, they are required to report this information to Title IX Student Services or the Office of Equal Opportunity.

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

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

# CHY - 525 - Physical Chemistry of Polymers

2023/24 AY - Undergraduate/Graduate Cross Listing New Course Proposal

## General Catalog Information

# Undergraduate/Graduate Cross Listing New Course Proposal Form

**\*\*Read before you begin\*\***

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**ATTACH** supporting documentation.

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**New Course**  Undergraduate  
**Career Offering\***  Graduate

Please attach any required files by navigating to the right side menu and clicking "Files".

**Syllabus\***  Attached

(\*Add SL: before the title of course. Refer to documentation on the criteria for Service-Learning at: [www.umaine.edu/upcc](http://www.umaine.edu/upcc))

**NEW COURSE:\***  New Course

**Please complete the Gen Ed section located towards the bottom of this form, if applicable.**

**REASON FOR NEW COURSE\***

CHY 425 will be crosslisted CHY 525

Both undergraduates and graduate students throughout UMaine are performing research and moving on to careers in polymer science. A critical component of work with these materials is understanding how their molecular structure affects nanoscopic to macroscopic properties. This proposed class serves as an elective for undergraduate and graduate students in chemistry, chemical engineering, mechanical engineering, and related fields.

The class has been taught as a co-listed undergraduate/graduate topics course a couple times already. By putting it on the books with its own course designation, it can be added to various curriculum (e.g., B.S. in Chemistry) as an appropriate elective.

**Department\***

Chemistry

**EFFECTIVE SEMESTER:**

**Semester\***

Spring

**Year\***

2025

**PROPOSED CATALOG DESCRIPTION:**

**Course Designator\***

CHY

**Proposed Course #\*** 525



**Short Course Title** Physical Chemistry of Polymers  
**(The short course title will reflect on the Class Section in MaineStreet and on the student's transcript). \***

**Long Course Title\*** Physical Chemistry of Polymers

**Course Description:\*** Exploration and description of the underlying molecular scale structure, physical behavior, thermodynamics, flow properties, and chemical interactions of polymers and chain macromolecules with each other, matter, and light.

Course Note: CHY 425 and CHY 525 can not both be taken for degree credit.

**Prerequisites:** CHY 425: A grade of C- or better in CHY 471, CHE 385, MEE 230, or equivalent; or permission  
CHY 525: permission

**Corequisites:** None

**\*\* When determining the number of credit hours for your course please note the Definition of an Undergraduate Student Credit Hour as published in the Undergraduate Catalog:**

**Definition of an Undergraduate Student Credit Hour:** The University of Maine and the University of Maine at Machias acknowledge and adhere to the federal definition of a credit hour with respect to courses offered face-to-face, in hybrid format, and online, as developed in 2010 and published in the *Code of Federal Regulations (CFR)*, Title 34, Part 600.02:

[A] credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit [ . . . ] or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution[,] including laboratory work, internships, practica, studio work, and other academic work leading to the awarding of credit hours. Rev. September 2018

**Credit Hours:\*** 3

**Does it meet Service-Learning?\***  Yes  No

**Can this course be repeated for credit? \***  Yes  No

**If YES, total number of credits allowed:**

**If YES, total number of completions allowed:**

**\*Can students enroll multiple times in term?\***  Yes  No

**\*Will this course be delivered using distance technology for**  Yes  No

over 50% of the class time?\*

(\* if you answered yes to either of these questions below, please consult with CITL as soon as possible: <https://umaine.edu/citl/instructional-design-2/>)

Will this course be a travel study course? (If you answered yes, please contact the Division of Lifelong Learning as soon as possible for approval: <https://dll.umaine.edu>)\*

Yes  
 No

Curriculum Changes \*

YES, I have submitted curriculum changes documenting how this new course will add to/change the degree requirements for any relevant majors/minors.

NO, this course will not be added to any lists of requirements, and therefore I have not submitted curriculum changes for it.

If you answered yes, please attach an edited copy of the current catalog with proposed changes or memorandum with proposed changes.

If you answered yes, please include relevant curriculum changes here along with any edits that will be necessary with the addition of this course.

See attached for the undergraduate catalog.

(For information on Course Components Definitions please see: [UMS Data Governance Course Components Definitions](#).)

COMPONENTS (type of course/used by Student Records for MaineStreet)\*

Applied Music     Clinical     Field Experience  
 Independent Study     Laboratory     Lecture     Recitation  
 Research     Seminar     Simulation     Studio     Thesis  
 Travel Course

When will this course typically be offered \*

Fall     Summer     Spring     Alternating     Variable

**TEXT(S) PLANNED FOR USE\***

Paul Hiemenz and Tim Lodge, "Polymer Chemistry," 3<sup>rd</sup> Ed., CRC Press, 2020.

**COURSE INSTRUCTOR\***

William Gramlich

Associate Professor of Chemistry

teaching load: 1-1

**Are additional resources required for this course?\***

- YES, please list additional resources required and note how they will be funded or supported.
- NO, the department will not request additional resources for this course, now or in the future, unless the request is accompanied by an explanation of how the increased funding or other support is to be provided.

**Additional Resources Required**

**For any resources needed for this course that the instructor is seeking to secure from, or access through, Fogler Library, has Fogler's Head of Collection Services affirmed their availability? \***

- YES, Fogler has affirmed that it has the digital and/or print resources needed for this course.
- NO, Fogler has not affirmed that it has the digital and/or print resources needed for this course (or, has confirmed that it cannot supply them).

**If you answered NO above, please plan accordingly as you prepare to deliver your course.**

**Will offering this course result in overload salary payments (either through the college or DLL) either to the instructor of this course or to anyone else as a result of rearranging teaching assignments? If yes, please explain:\***

N/A

**Does the content of this course overlap significantly with other University courses? If so, list the course, explain the overlap, and justify the need for the proposed course.\***

N/A

**What other department/programs are affected? Have affected departments/programs been consulted? Have any concerns been expressed? Please explain:\***

N/A

## Course Description and Syllabus

### CHY 525: Physical Chemistry of Polymers

Course description: Exploration and description of the underlying molecular scale structure, physical behavior, thermodynamics, flow properties, and chemical interactions of polymers and chain macromolecules with each other, matter, and light.

Because of overlap, CHY 425 and CHY 525 cannot both be taken for degree credit.

Credit hours: 3

Prerequisite: permission

Time and Location: 422 Aubert, 11:00 – 11:50 am, MWF

### Faculty Information

Name: Prof. William M. Gramlich

Phone: (207) 581-1173

E-mail address: [william.gramlich@maine.edu](mailto:william.gramlich@maine.edu)

Office: 171 Aubert Hall

Office hours: Wednesday and Fridays 12 – 1 pm. If my door is open, you can also stop by to ask questions. If none of these times work for you, please email me to set up an alternative time.

### Textbook and Supplementary Materials

Required textbook: Paul Hiemenz and Tim Lodge, "Polymer Chemistry," 3<sup>rd</sup> Ed., CRC Press, 2020.

Supplementary references: Robert Young and Peter Lovell, "Introduction to Polymers," 3<sup>rd</sup> Ed., CRC Press, 2011.

### Course Communication through Brightspace.

The online program Brightspace will be used to disseminate all course material – including supplementary readings, notes, assignments, and announcements. All assignments should be submitted through Gradescope which can be accessed through Brightspace. Please make sure you can access Brightspace and these materials. ([courses.maine.edu](http://courses.maine.edu))

### Course Goals

Students will develop a fundamental understanding of polymer structure, shape, and size and how these properties of chain molecules affect their

interactions, behavior, and properties. This fundamental understanding will enable students to understand current scientific literature.

### **Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Calculate the molecular weight and dispersity of polymers.
2. Describe the conformation and size of polymers in solvents and the melt.
3. Predict the miscibility and phase behavior of polymers in a solution using thermodynamic principles.
4. Elucidate the size and structure of polymers using light scattering and size exclusion methods.
5. Describe diffusional behavior of chain molecules in solution.
6. Utilize the interactions of chains in the melt to describe rheological phenomena.
7. Characterize and describe polymer rheological behavior in terms of molecular scale interactions.
8. Understand the origins of glass transition and its consequences on solid state polymer behavior.
9. Predict crystallization behavior and structures using thermodynamic knowledge.
10. Extract and understand the key findings and fundamental phenomenon applicable in polymer literature.

### **Instructional Objectives**

Students will apply the topics covered in class to expand their understanding and reasoning skills related to polymer structure and behavior. Emphasis is placed on understanding the how and why of the polymer physical phenomenon and applying them to problem solving rather than simply remembering facts. Students will also become comfortable with reading and interpreting literature regarding polymer physical phenomenon.

### **Evaluation**

Student assessment will be conducted to instigate learning and determine the level of understanding that has developed throughout the semester. The performance on evaluations will be used to calculate a final letter grade for the course. Specific methods of evaluation will be:

#### Problem sets

Problem sets will be assigned regularly throughout the semester which will consist of problems that aim to require students to synthesize and apply the ideas covered in class. These problems are designed to be challenging, which may require students to work together. Students are expected to consult the instructor, notes, and book for help. Problem sets will be provided a week in

advance of their due date. Problem sets will focus on the most recent material, but the much of the material is cumulative, requiring topics discussed earlier in the semester to answer questions later in the semester. Problem sets will also include reading literature and responding to prompts regarding this literature.

Problem sets are due by the date and time stated on the assignment, which will be typically Mondays or Fridays at midnight.

**Assignments received past the stated date and time will be penalized 25% per day. The first penalty will be assessed 1 hour after being late and subsequently each 24 hours thereafter. The late penalty may be waived in emergency situations (e.g., hospital admission) if communicated prior to the due date and time.**

*Why are late assignments penalized?* Beyond education of the subject matter, the instructor also feels that the course should provide instruction regarding future employment. Many career paths have hard deadlines where being late with requested work can result in poor performance reviews, missed opportunities, or termination from the position. In preparation for these future professions, a similar attitude will be taken for assigned work. Moreover, with set deadlines students will be required to develop skills to effectively manage their time, which is another important skill for students to possess. Furthermore, by receiving the assignments in a timely fashion, the instructor can grade them quickly, post solutions, and return feedback to the students. Receiving this feedback quickly will help everyone learn from the assignments and apply this knowledge for future assignments.

### Final Exam

A final exam will be given during the university scheduled final exam period. The final exam will be cumulative. No make-up final exam will be given. The date, time, and location of the final exam are:

Date: 5/3/2023    Time: 10:30 AM – 12:30 PM    Location: 422 Aubert

### Grading

Grades will be based on performance on the evaluations described above:

Problem Sets	80%
Final Exam	<u>20%</u>
	100%



Final letter grades will be based on a weighted average of percentage points earned as described above. The table below will be used to assign letter grades.

Letter Grade	Score Cutoff	Letter Grade	Score Cutoff
A	90%	C+	73%
A-	87%	C	68%
B+	84%	C-	65%
B	79%	D+	62%
B-	76%	D	54%

### **Class Format and Expectations**

Please plan on attending all classes. Please show up on time for the class period. The instructor will start the course promptly at the scheduled time and entering the classroom once the class has begun disrupts teaching and learning. Notes presented during the class session typically will be uploaded to Brightspace within 72 hours.

### **Tentative Course Topics**

Introduction to chain molecules and polymers  
Polymer molecular mass  
Polymer conformations and spatial extent  
Thermodynamics of polymer solutions  
Light Scattering of polymer solutions  
Dynamics of dilute polymer solutions  
Polymer network structure and response to stress  
Linear viscoelasticity of polymer melts  
Phenomenology of amorphous solids and glass transition  
Crystallization thermodynamics, kinetics, and crystalline polymers

This corresponds to Chapters 1 and 6 – 13 in Hiemenz and Lodge.

## Tentative Course Schedule

<b>Week</b>	<b>Topic</b>	<b>Assignment</b>
1	Intro and molecular weight	
2	Spatial extent	Problem Set 1 due Fri.
3	Solution thermodynamics	
4	Solution thermodynamics	Problem Set 2 due Mon.
5	Light scattering	Problem Set 3 due Fri.
6	Dynamics of dilute solutions	
7	Dynamics of dilute solutions	Problem Set 4 due Fri.
8	Dynamics of dilute solutions	
Spring Break		
9	Network structure and elasticity	Problem Set 5 due Fri.
10	Viscoelasticity	
11	Viscoelasticity	Problem Set 6 due Mon.
12	Glass transition	Problem Set 7 due Fri.
13	Glass transition	
14	Crystallinity	Problem Set 8 due Fri.
Finals		Final Exam

### University of Maine Required Syllabus Inclusions

These statements are available following the link below in the PDF version of this syllabus.

[Required Syllabus Statements](#)

# COS - 582 - Introduction to Data Science

Graduate New Course Proposal Form - 2023/24 AY

## General Catalog Information

# Graduate New Course Proposal Form

**\*\*Read before you begin\*\***

**FILL IN** all fields required marked with an \*.

**ATTACH** supporting documentation.

**LAUNCH** proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

**Requested Action: Note: A complete syllabus is required for all new courses.**

**Please be sure that all elements required for a syllabus at the University of Maine are present. We recommend you work closely with the syllabus guidelines found at [www.umaine.edu/citl](http://www.umaine.edu/citl).**

**For assistance in completing this form or if you have any questions, email [um.catalog@maine.edu](mailto:um.catalog@maine.edu).**

Please attach any required files by navigating to the right side menu and clicking “Files”.

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 as well as instructions on completing this form.

[<https://umaine.edu/graduate/facultystaff-resources/curriculum-committee/>]

Syllabus\*  Attached

**REASON FOR NEW COURSE\***

Data science is an emerging and rapidly evolving field, and is driving much of the innovations in today's world. However, there is currently no single graduate course at the University of Maine that gives students the overall picture of the data science process. The proposed graduate-level course aims to fix this, by introducing graduate students to various aspects of working with data, and encouraging them to apply the skills gained in this course to real-world applications and problems.

**Department\***

School of Computing and Information Science

**New Course: \***  New Course  Experimental

**EFFECTIVE SEMESTER:**

**Semester\***

Spring

**Year\***

2025

**PROPOSED CATALOG DESCRIPTION:**

**Course Designator\***

COS

**Proposed Course #\*** 582

**Course Type: \***

Computer Science

**Short Course Title** Intro to Data Science  
**(The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max Length is 30 characters).** \*

**Long Course Title\*** Introduction to Data Science

**Course Description:\***

Data are everywhere - in every walk of life, people leave digital traces, which are stored and analyzed at both individual and population levels, by businesses for improving products and services, by governments for policy-making and national security, and by scientists for advancing the frontiers of human knowledge. This course serves as an introduction to various aspects of working with data, including data acquisition, cleaning, integration, querying, processing, analysis, and visualization, and data of different types - from structured databases to unstructured images/text. In particular, the course covers both fundamental concepts and computational tools for working with data, and applies them to real datasets and real-world problems.

Course Note: COS 582 and COS 482 can not both be taken for degree credit.

**Prerequisites:**

COS 226: Introduction to Data Structures and Algorithms, or instructor permission.

**Corequisites:**

N/A.

**Definition of Credit Hours:** Go to <https://umaine.edu/graduate/students/progress/enroll/#define-credit-hour> for the definition of a credit hour at UMaine.

**Credit Hours: \*** 3

**Can this course be repeated for credit? \***  Yes  No

**If YES, total number of credits allowed:**

**If YES, total number of completions allowed:**

**\*Can students enroll multiple times in term?\***  Yes  No

**Instruction Mode:**  Distance Synchronous Learning     Hybrid/Blended     Hyflex  
**Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.**

In-Person     Online (Asynchronous)

<https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation>.\*

(For information on Course Components Definitions please see: [UMS Data Governance Course Components Definitions](#) )

**Course Components (type of course/used by Student Records for MaineStreet)\***

Applied Music     Clinical     Field Experience  
 Independent Study     Laboratory     Lecture     Recitation  
 Research     Seminar     Simulation     Studio     Thesis  
 Travel Course

**When will this course typically be offered \***

Fall     Summer     Spring     Alternating     Variable

**Text(s) Planned for Use\***

Raghu Ramakrishnan and Johannes Gehrke. Database Management Systems, 3rd Edition.

White. Hadoop: The Definitive Guide: Storage and Analysis at Internet Scale, 4th Edition.

Damji, Wenig, Das, and Lee. Learning Spark: Lightning-Fast Data Analytics, 2nd Edition.

Fuller, Moser, and Traverso. Presto: The Definitive Guide.

Bishop. Pattern Recognition and Machine Learning.

**Course Instructor\*** Dr. Chaofan Chen.

Assistant Professor of Computer Science.

Teaching load: 1 or 2 courses per semester.

**Will instructional cost for this course proposal involve financial support from the Division of Life Long learning?\***

- Yes  
 No

**Proposed Resources: Does the course addition or modification 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 academic unit will not request additional resources for the course  
 Yes

**Units Affected: What other academic units are affected (e.g. course overlap, prerequisites)? Have the affected units been consulted? Any concerns expressed? Please explain.\***

The Data Science and Engineering program will include the proposed course as part of their listings. They have been consulted, and they have no concerns.

**Course Frequency: Does the content of this course overlap significantly with other University courses? If so, list the course, explain the overlap, and justify the need for the proposed course.\***

There is no significant overlap with other University courses.





**COS 582: Introduction to Data Science**  
(Undergraduate cross-listed course number: **COS 482**)

**Course Information**

*Course Description:*

Data are everywhere - in every walk of life, people leave digital traces, which are stored and analyzed at both individual and population levels, by businesses for improving products and services, by governments for policy-making and national security, and by scientists for advancing the frontiers of human knowledge. This course serves as an introduction to various aspects of working with data, including data acquisition, cleaning, integration, querying, processing, analysis, and visualization, and data of different types - from structured databases to unstructured images/text. In particular, the course covers both fundamental concepts and computational tools for working with data, and applies them to real datasets and real-world problems.

*Information about Cross-listing:*

This course is cross listed at the 500- (graduate) level and the 400- (undergraduate) level. It will be taught in a combined section. While a course project is required in both graduate (500-level) and undergraduate (400-level) sections, graduate students participating in the 500-level section will be expected to complete a course project that involves a higher level of innovations than undergraduate projects (e.g., proposing new data processing/analysis techniques). They are also expected to present a higher quality of writing in the submitted final report, which should include a detailed literature survey, a more sophisticated discussion of proposed techniques, and a more in-depth analysis and discussion of results obtained. Undergraduate projects do not require a literature survey of research papers related to the projects.

**COS 582 and COS 482 cannot both be taken for degree credit.**

*Number of Credit Hours:* 3.

*Location:* TBD.

*Day and Time:* TBD.

*Prerequisites:* COS 226 Introduction to Data Structures and Algorithms, or instructor permission.

**Faculty Information**

*Name and Title:* Dr. Chaofan Chen, Assistant Professor

*Email:* [chaofan.chen@maine.edu](mailto:chaofan.chen@maine.edu)

*Office:* Boardman Hall 233

*Office Hours:* TBD

**Instructional Materials and Methods**

*Textbook and Reference Materials:*

There is no required textbook for this course, since we will not be following a single book or source for the course material. However, I will provide a list of optional references below:

Raghu Ramakrishnan and Johannes Gehrke. *Database Management Systems*, 3rd Edition.  
White. *Hadoop: The Definitive Guide: Storage and Analysis at Internet Scale*, 4th Edition.  
Damji, Wenig, Das, and Lee. *Learning Spark: Lightning-Fast Data Analytics*, 2nd Edition.  
Fuller, Moser, and Traverso. *Presto: The Definitive Guide*.  
Bishop. *Pattern Recognition and Machine Learning*.

## **Course Goals**

This course aims to introduce students to various aspects of working with data, including data acquisition, cleaning, integration, querying, processing, analysis, and visualization, and data of different types – from structured databases to unstructured images/text, and to encourage students to apply the concepts and techniques covered in the course to real world datasets and applications.

### *Instructional Objectives:*

The course goals will be met by: (1) in-person/synchronous lectures, which will introduce students to various concepts and techniques of working with data; (2) homework assignments, which will ask students to solve problems related to some specific aspects of working with data; (3) a course project, which will encourage students to apply the concepts and techniques covered in this course to real-world datasets and applications.

The students will demonstrate their understanding of the course materials through homework assignments. In addition, the students will get creative and demonstrate their ability to apply the concepts and techniques covered in this course to real-world problems through a course project.

### *Student Learning Outcomes*

By the end of this course, the students will be able to:

- acquire a broad understanding of data science, including how data are collected, stored, cleaned, processed, visualized, and analyzed;
- develop practical skills in working with data, including the relevant coding skills required to collect, store, clean, process, visualize, and analyze data;
- choose and apply appropriate tools and methodologies to solve data science tasks;
- interpret data, extract meaningful information, and assess findings;
- build simple predictive models using modern machine learning;
- understand social, legal, and ethical issues in data science.

## **Grading and Course Expectations**

### *Grading Criteria and Components:*

Grades are based on:

- Homework (60%)
- Course project (30%)
- Participation (10%)

### (1) *Homework*

There are 6 homework assignments for this course. Homework assignments involve written questions and coding exercises. Late homework assignments will not be accepted.

The homework assignments account for 60% of your final grade.

### (2) *Course Project*

An important part of this course is to apply the concepts and techniques covered in this course to real-world datasets and applications. To that end, you will be required to complete a course project – this is the best way to acquire practical skills in working with data. You may form groups of at most two to collaborate on a single course project, but this is optional. If you decide to pursue a group project, both group members will receive the *same* grade for your course project.

You must discuss with me, and decide on your course project topic within the first five weeks of the course. Once you decide on your project topic, you will submit a *project proposal*, detailing your plan for completing the course project. You will also submit a *midterm report* before the end of Week 11, detailing the progress you will have made, and any additional tasks remaining that need to be completed. You will give a *presentation* of your course project during the last lecture of this course, and you will submit a *final report*, which is due at the time when the scheduled final exam for the course ends. There will be no in-class final exam for this course.

The course project accounts for 30% of your final grade.

### (3) *Participation*

You are expected to attend the lectures *synchronously*, whether in-person or via Zoom, and actively participate in the lectures by asking questions and answering questions raised by me and your classmates.

Participation accounts for 10% of your final grade. Note that unexcused absences will lower your participation score – each unexcused absence lowers the final numerical grade (out of 100) by 0.5 points, which means that 20 unexcused absences will lower the final numerical grade by 10 points and will result in a 0 for the participation category. More than 20 unexcused absences will only lower the final numerical grade by 10 points, because participation only has 10 points in the final numerical grade.

### *Grading Scale:*

- A:  $\geq 90$ , A-: [85, 90)
- B+: [80, 85), B: [75, 80), B-: [70, 75)
- C+: [65, 70), C: [60, 65), C-: [55, 60)

- D: [50, 55)
- F: < 50

*Differences in Requirements and Expectations for Undergraduate (COS 482) and Graduate Course (COS 582):*

While the grading scheme remains the same for both graduate and undergraduate students, graduate students are expected to work on a course project that involves a higher level of innovations (e.g., proposing new data processing/analysis techniques). They are also expected to present a higher quality of writing in the submitted final report, which should include a detailed literature survey, a more sophisticated discussion of proposed techniques, and a more in-depth analysis and discussion of results obtained. Undergraduate projects do not require a literature survey of research papers related to the projects.

### Course Schedule

*Note:* Dates are based on Fall 2024 academic calendar, and a Tuesday/Thursday teaching schedule.

Week	Lecture: Date	Topics
1	Lecture 1: September 3	Course overview: data science process
	Lecture 2: September 5	Data wrangling and exploration, Pandas
2	Lecture 3: September 10	Pandas (continued)
	Lecture 4: September 12	Relational data storage and processing: SQL  <b>Homework 1 assigned</b>
3	Lecture 5: September 17	Relational data storage and processing: SQL (continued)
	Lecture 6: September 19	Relational data storage and processing: SQL (continued)
4	Lecture 7: September 24	Large-scale data storage: Hadoop distributed file system
	Lecture 8: September 26	Large-scale data storage: NoSQL databases  <b>Homework 1 due</b> <b>Homework 2 assigned</b>
5	Lecture 9: October 1	Large-scale data storage: NoSQL databases
	Lecture 10: October 3	Large-scale data processing: Map-Reduce
6	Lecture 11: October 8	Large-scale data processing: Spark
	Lecture 12: October 10	Large-scale data processing: Spark  <b>Homework 2 and project proposal due</b> <b>Homework 3 assigned</b>
7	October 15	<b>Fall break: no class</b>
	Lecture 13: October 17	Data integration
8	Lecture 14: October 22	Distributed database integration: Presto
	Lecture 15: October 24	Data mining

		<b>Homework 3 due</b> <b>Homework 4 assigned</b>
9	Lecture 16: October 29	Data visualization
	Lecture 17: October 31	Data visualization
10	Lecture 18: November 5	Introduction to machine learning Mathematical foundations of machine learning: linear algebra, probability, and statistics
	Lecture 19: November 7	Classification and regression  <b>Homework 4 due</b> <b>Homework 5 assigned</b>
11	Lecture 20: November 12	Clustering
	Lecture 21: November 14	Deep learning
	November 15	Project midterm report due
12	Lecture 22: November 19	Deep learning
	Lecture 23: November 21	Interpretability in machine learning  <b>Homework 5 due</b> <b>Homework 6 assigned</b>
13	Lecture 24: November 26	Algorithmic fairness
	November 28	<b>Thanksgiving: no class</b>
14	Lecture 25: December 3	Privacy and ethics
	Lecture 26: December 5	Course review  <b>Homework 6 due</b>
15	Lecture 27: December 10	Final project presentations
	Lecture 28: December 12	Final project presentations
16	December 20	<b>Project final report due</b>

## Course Policies

### *Attendance*

Attendance is required for this course. Unexcused absences will lower your participation score, which may in turn negatively impact your final grade.

### *Late or Incomplete Assignments*

In general, late assignments will not be accepted. Incomplete assignments will receive partial credits.

## *Civil Discourse*

Interaction with the instructor is expected to be carried out in a civil and respectful manner. This does not mean that you need to use titles or be overwhelmingly polite to the instructor, but it does mean that the instructor reserves the right to pass summary judgment on issues if a student acts profoundly disrespectful or uncivil.

## **Campus Policies**

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

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

*Students Accessibility Services Statement:* If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (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 (due to COVID-19 or other long-term disruptions), the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

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

*Sexual Violence Policy (Sexual Discrimination Reporting):*

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

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

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

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

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

For support services on campus: Title IX Student Services: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the Title IX Student Services website for a complete list of services (<https://umaine.edu/titleix/>).

# ERL - 555 - Intervention Design for Struggling Readers

Graduate New Course Proposal Form - 2023/24 AY

## General Catalog Information

# Graduate New Course Proposal Form

**\*\*Read before you begin\*\***

**FILL IN** all fields required marked with an \*.

**ATTACH** supporting documentation.

**LAUNCH** proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

**Requested Action: Note: A complete syllabus is required for all new courses.**

**Please be sure that all elements required for a syllabus at the University of Maine are present. We recommend you work closely with the syllabus guidelines found at [www.umaine.edu/citl](http://www.umaine.edu/citl).**

**For assistance in completing this form or if you have any questions, email [um.catalog@maine.edu](mailto:um.catalog@maine.edu).**

Please attach any required files by navigating to the right side menu and clicking “Files”.

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 as well as instructions on completing this form.

[<https://umaine.edu/graduate/facultystaff-resources/curriculum-committee/>]



**Syllabus\***  Attached

**REASON FOR NEW COURSE\***

This three-credit course will replace a two-course, 6 credit pair of courses (EEL 652 and EEL 653). It is part of the revision of the M.Ed. in Literacy Education Program.

**Department\***

School of Learning and Teaching

**New Course: \***



New Course



Experimental

**EFFECTIVE SEMESTER:**

**Semester\***

Spring

**Year\***

2025

**PROPOSED CATALOG DESCRIPTION:**

**Course Designator\***

ERL

**Proposed Course #\*** 555

**Course Type: \***

Education Literacy

**Short Course Title (The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max Length is 30 characters). \***

Intervention Design

**Long Course Title\***

Intervention Design for Struggling Readers

**Course Description:\***

Provides K-6 educators with the opportunity to gain in-depth knowledge and skill in designing and implementing small group interventions for students experiencing difficulty in literacy learning. **This course may not satisfy state-specific special education licensure requirements to have a course on teaching reading to students with disabilities.**

**Prerequisites:**

ERL 554 or permission of instructor.

**Corequisites:**

**Definition of Credit Hours:** Go to <https://umaine.edu/graduate/students/progress/enroll/#define-credit-hour> for the definition of a credit hour at UMaine.

**Credit Hours: \*** 3

**Can this course be repeated for credit? \***  Yes  No

**If YES, total number of credits allowed:**

**If YES, total number of completions allowed:**

**\*Can students enroll multiple times in term?\***  Yes  No

**Instruction Mode:**  Distance Synchronous Learning  Hybrid/Blended  Hyflex  
**Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.**  In-Person  Online (Asynchronous)

<https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation>.\*

(For information on Course Components Definitions please see: [UMS Data Governance Course Components Definitions](#).)

**Course Components (type of course/used by Student Records for MaineStreet)\***

- Applied Music     Clinical     Field Experience  
 Independent Study     Laboratory     Lecture     Recitation  
 Research     Seminar     Simulation     Studio     Thesis  
 Travel Course

**When will this course typically be offered \***

- Fall     Summer     Spring     Alternating     Variable

**Text(s) Planned for Use\***

Course will utilize books also used in ERL 554:

Leslie, L., & Caldwell, J. (2021). *Qualitative reading inventory - 7*. Hoboken, NJ: Pearson

Clay, M. M. (2019). *An observation survey of early literacy achievement* (4th ed.). Auckland, NZ: The Marie Clay Literacy Trust. (Available from Heinemann)

**Course Instructor\***

Course will be rotated among faculty in Literacy, Language, and Culture Program. Adjuncts will also be used.

Timothy Reagan

School of Learning and Teaching

2:2

**Proposed Resources: Does the course addition or modification 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 academic unit will not request additional resources for the course  
 Yes

**Units Affected: What other academic units are affected (e.g. course overlap, prerequisites)? Have the affected units been consulted? Any concerns expressed? Please explain.\*** N/A

**Course Frequency: Does the content of this course overlap significantly with other University courses? If so, list the course, explain the overlap, and justify the need for the proposed course.\*** N/A



## ERL 555 Intervention Design for Struggling Readers

**Instructor:** Spring  
**Office:** *Distance Synchronous Learning*  
**Phone:** 3 credit hours  
**Email:**

### Catalog Description

Provides K-6 educators with the opportunity to gain in-depth knowledge and skill in designing and implementing small group interventions for students experiencing difficulty in literacy learning. **This course may not satisfy state-specific special education licensure requirements to have a course on teaching reading to students with disabilities.**

### Course Description

This course provides our literacy specialists with the opportunity to gain in-depth knowledge and skill in designing and implementing intervention instruction for students experiencing difficulty in literacy learning. The course will focus on differentiating reading and writing instruction within a range of settings, including classroom and supplemental contexts in accord with a Response to Intervention (RTI) framework. In order to help all educators, respond to the unique needs of a diverse range of struggling learners, the course will include techniques for using intervention team meetings to select appropriate services, collaborating with teachers across intervention programs, and using assessments to monitor student progress. This class is an active, interactive learning environment within a community of learners' ethos. It is designed to promote constructive interactions among candidates as they contribute to and benefit from each other's learning within whole group instruction, small group interactions, and individual conferences.

### Prerequisites

ERL 554 (Literacy Processing: How Students Learn to Read) or permission of the instructor.

### Course Delivery Method

The course will be taught synchronously on *Zoom*, and *Brightspace* will be utilized extensively.

## Indigenous Land Acknowledgement

The University of Maine recognizes that it is located on Marsh Island in the homeland of the Penobscot Nation, where issues of water and territorial rights, and encroachment upon sacred sites, are ongoing. Penobscot homeland is connected to the other Wabanaki Tribal Nations — the Passamaquoddy, Maliseet, and Micmac — through kinship, alliances and diplomacy. The university also recognizes that the Penobscot Nation and the other Wabanaki Tribal Nations are distinct, sovereign, legal and political entities with their own powers of self-governance and self-determination.

## Ties to the Conceptual Framework

The *Conceptual Framework* for the University of Maine's College of Education and Human Development provides the basis for coherence among the programs, curricula, instruction, scholarship, service, candidate performance, assessment, and evaluation. The overarching theme that drives our professional education programs is that reflective practice is critical to the development of excellent professionals.

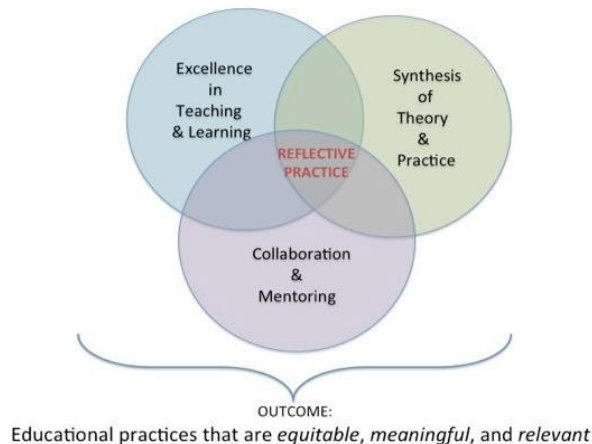
In order to become reflective practitioners we are guided by three primary principles: 1) excellence in teaching and learning, 2) synthesis of theory and practice, and 3) collaboration and mentoring.

- It is our belief that reflective practice requires a thoughtful and evaluative analysis of the many forces and factors that affect teaching, learning, and schooling.
- We believe that reflective practice requires recursive self-evaluation and systematic assessment of students and programs.
- Reflective practice draws upon shared, ambitious standards and expectations for teaching, research, and service.
- Reflective practice promotes personal and professional understanding of one's own actions and potential and contributes to continually improving performance.
- The reflective educator is continually developing understandings regarding what content is important to teach, how students learn, and how to teach so that students will learn.
- When faced with educational decisions, the reflective educator knows how to identify and interpret relevant information that can be used to make an informed, rational, and justifiable decision regarding educational practices.

The ultimate outcome of reflective practice is to implement educational practices that are equitable, meaningful, and relevant for student and societal welfare.

The *Conceptual Framework* aligns the professional and State standards with candidate proficiencies expected by the unit and programs for preparation of educators in that all UMaine proficiencies have been clustered in relationship to the three central principles that guide the *Conceptual Framework* that detail expectations for candidates' knowledge, skills, dispositions, and impact on student learning.

In addition the *Conceptual Framework* explicitly affirms and addresses the unit's professional commitments and professional dispositions, especially its ongoing commitments to diversity and technology integration as these critical components are embedded throughout all levels of our program and are continually assessed throughout the candidates development into a reflective practitioner.



## Commitment to Diversity

Ours is a diverse nation founded upon the protection of rights and liberties regardless of race, ethnicity, socioeconomic status, gender, religion, exceptionalities, language, and sexual orientation. The Council for the Accreditation of Educator Preparation (CAEP) identifies these identity groups, along with geographic region, in its definition of diversity and expects that diversity will be a pervasive characteristic of any quality preparation program. Other identity groups include, but are not limited to, age, community, family status, institutional affiliations, political beliefs, personality styles, interests, and abilities. Schooling, especially public schooling, continues to have a central role in educating our nation's citizens for life in this diverse and pluralistic society. Choosing to teach in public schools means accepting the moral and ethical responsibilities inherent in building a strong democratic republic. In this course you will have many opportunities to examine your beliefs regarding diversity and the challenges of providing equitable and fair educational opportunities for all.

## InTASC Standards

This course is aligned with the following InTASC Standards:

**InTASC Standard 2: Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**InTASC Standard 7: Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC Standard 8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

InTASC Standard 10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

### **Course Objectives and Learning Outcomes:**

This course is designed to provide the literacy specialist with the opportunity to implement theory through practice utilizing observation of teaching and learning, and daily teaching of students that directly apply the course objectives and learning outcomes.

### **Course Learning Outcomes**

By the end of this course, the student will develop:

#### ***Knowledge and understanding of***

- major components of literacy (phonemic awareness, word identification, phonics, vocabulary and background knowledge, fluency and comprehension strategies and motivation) with a focus on intervention strategies
- relationships between metacognition, self-regulation, social-emotional learning and executive control
- instructional grouping options (individual, small group, whole class) as appropriate for given purposes
- curriculum materials, including a range of fiction and nonfiction texts, to meet the needs of diverse learners at different stages of reading and writing development
- systems design in providing levels and layers that meet the needs of diverse student learners
- change as a process for extending and enhancing the learning of students and colleagues

#### ***Proficiency in***

- assessing the degree to which students are appropriately integrating the components (phonemic awareness, word identification, phonics, vocabulary, and background knowledge, fluency, comprehension strategies and motivation) of fluent reading and writing
- using a range of instructional practices, approaches, and methods, for learners at differing stages of development and from differing cultural and linguistic backgrounds
- using assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds
- communicating information about student progress to specific individuals (students, parents, caregivers, colleagues, administrators, policy makers, community, etc.)
- creating instructional plans that motivate students and contingently respond to student learning needs
- observing, responding and evaluating professional practice of colleagues



participating in intervention team meetings that use student data for selection of appropriate interventions, monitor student progress, adjust instructional goals to meet student needs, and communicate results with appropriate audiences.

### Required Course Textbooks

The required textbooks for this course are:

Leslie, L., & Caldwell, J. (2021). *Qualitative reading inventory- 7*. Hoboken, NJ: Pearson.

Clay, M. (2019). *An observation survey of early literacy achievement* (4<sup>th</sup> ed.). Auckland, New Zealand: The Marie Clay Literacy Trust. (Available from Heinemann)

There will be additional required readings, which will be posted on. *All* reading assignments should be completed *before* the class for which they are assigned.

### Course Requirements

Participants must:

- **Teach** an individual or small group of students using literacy intervention frameworks for a minimum of 2 thirty-minute lessons for a 6-week duration.
- **Participate** in ongoing assessment of students' literacy strengths and areas of improvement at the end and start of each session.
- **Keep** detailed individual, daily and weekly records of reading and writing progress using a double entry journal, anecdotal notes and recorded videos of tutorial sessions. These include guided reading lesson records, running records, text level growth, word study development reading and writing vocabulary growth.
- **Update** progress for your identified learner(s) using a double entry journal format with anecdotal notes including new insights, analyses and reflections of your learning throughout the course.
- **Begin** an analysis of intervention systems for your school/district as part of an Intervention Portfolio.
- **Develop** an Intervention Portfolio for focal student(s) in your intervention.
- **Submit** student data to instructor as requested.
- **Select** two video sessions and double entry journal to share with the class for group analysis and support.
- **Keep** instructor up to date on student selection, progress, and difficulties with achieving accelerated progress.
- **Attend** all class sessions.

### Illustrative Course Activities

Candidates will be evaluated on the ability to design effective lessons based on informed decision-making and knowledge of literacy development.

- **Academic Reading and Engagement in Class Discussion.**  
Read all assigned materials prior to class and actively participate in whole-group and small group sessions. (25 points)

- **Intervention Systems Analysis.**

Create a report for your school or district that includes the following information:

- a. Description of the intervention system design operating in your school
- b. Intervention resources and materials
- c. Discussion of the strengths and challenges of the school-wide design as a comprehensive intervention approach.

You will use this analysis as a part of your Intervention Portfolio. (15 points)

- **Reflection Log.**

Create a reflection log drawing on class readings, studies in Intervention Designs for Struggling Learners, professional experiences, observations of student learning, and discussions with colleagues.

Organize the reflection log in a manner that will support your professional learning. The log should document specific quotes from texts, analysis and synthesis of learning, and clear examples that support or link to class readings or notes. (30 points)

- **Intervention Portfolio.**

Create an intervention portfolio for a struggling reader in your intervention group. This student will become the focal student for your learning and class discussions with colleagues. Portfolio should include: entry assessments and a diagnostic summary; ongoing assessments (progress monitoring), e.g., observation notes, running records, fluency scales, comprehension checks, and writing portfolio; and exit assessments. This data will be used for diagnostic interpretations and specific recommendations at specific data points.

Teach your student over the semester, collecting evidence of student progress as documented in your double entry journal.

***\*Be prepared to teach your case study student using video for colleague observation and discussion.***

Using a double entry journal write a description of how your intervention systems analysis aligns with the intervention focus and series of lessons designed for your specific student. (30 points)

## **Grades**

Grades are determined by adding points from all assignments and converting to the letter grade based on the following scale:

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

## **Class Attendance and Participation**

Learning throughout the program is dependent on class-based discussion and participation. Class attendance is crucial to successful learning. If you must miss a class due to weather in your area, illness, or family emergencies, please notify your instructor before class begins. You are responsible for all content presented in class regardless of your absence. The instructor reserves the right to lower the grade of students who miss class.

## **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 the work required to earn credit by the end of the semester or session.

The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the semester or session in which the incomplete was granted. An I will remain on the transcript permanently if not resolved or if a written request for an extension is not approved within the allotted time for removing the incomplete. The request for an exception to regulation, listing the circumstances necessitating the extension, the work that remains unfinished and a specific deadline for completion, must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. 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.

## **Required Syllabus Statements**

### ***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, or generated by software or systems without the explicit approval of the instructor, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University. Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314 (\*Date Issued: September 1, 2020): <https://www.maine.edu/board-of-trustees/policy-manual/section-314/>

### ***Student Accessibility Services Statement***

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, [um.sas@maine.edu](mailto:um.sas@maine.edu), 581.2319, as early as possible in the term. Students may begin the accommodation process by submitting an accommodation request form online and uploading documentation at:

[https://umaine-accommodate.symplicity.com/public\\_accommodation/](https://umaine-accommodate.symplicity.com/public_accommodation/). Once students meet with SAS and eligibility has been determined, students submit an online request with SAS each semester to activate their approved accommodations. SAS creates an accessibility letter each semester which informs faculty of potential course access and approved reasonable accommodations; the letter is sent directly to the course instructor. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (the course instructor) privately as soon as possible.

### ***Course Schedule Disclaimer (Disruption Clause)***

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

### ***Observance of Religious Holidays/Events***

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

### ***Sexual Discrimination Reporting***

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

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

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

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

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

For support services on campus: **Title IX Student Services: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911.** Or [see the Title IX Student Services website for a complete list of services \(open in a new window\)](#) . Also, [Student Wellness Resource Center \(opens in a new window\)](#).

### Tentative Course Calendar

Session	Activities for Class	Assignments
1	Introduction to Course Overview of Course Requirements and Expectations	
2		Develop an Intervention Portfolio for focal student(s) in your intervention.
3	Teach an individual or small group of students using literacy intervention frameworks for a minimum of 2 thirty-minute lessons.	<p>Participate in ongoing assessment of students' literacy strengths and areas of improvement at the end and start of each session.</p> <p>Keep detailed individual, daily and weekly records of reading and writing progress using a double entry journal, anecdotal notes and recorded videos of tutorial sessions. These include guided reading lesson records, running records, text level growth, word study development reading and writing vocabulary growth.</p> <p>Update progress for your identified learner(s) using a double entry journal format with anecdotal notes including new insights, analyses and reflections of your learning throughout the course.</p> <p>Submit student data to instructor. Keep instructor up to date on student selection, progress, and difficulties with achieving accelerated progress.</p> <p><b>*Reflective Log due.</b></p>
4	Teach an individual or small group of students using literacy intervention frameworks for a minimum of 2 thirty-minute lessons.	<p>Participate in ongoing assessment of students' literacy strengths and areas of improvement at the end and start of each session.</p> <p>Keep detailed individual, daily and weekly records of reading and writing progress using a double entry</p>

		<p>journal, anecdotal notes and recorded videos of tutorial sessions. These include guided reading lesson records, running records, text level growth, word study development reading and writing vocabulary growth.</p> <p>Update progress for your identified learner(s) using a double entry journal format with anecdotal notes including new insights, analyses and reflections of your learning throughout the course.</p> <p>Submit student data to instructor. Keep instructor up to date on student selection, progress, and difficulties with achieving accelerated progress.</p> <p><b>*Reflective Log due.</b></p>
5	<p>Teach an individual or small group of students using literacy intervention frameworks for a minimum of 2 thirty-minute lessons.</p>	<p>Participate in ongoing assessment of students' literacy strengths and areas of improvement at the end and start of each session.</p> <p>Keep detailed individual, daily and weekly records of reading and writing progress using a double entry journal, anecdotal notes and recorded videos of tutorial sessions. These include guided reading lesson records, running records, text level growth, word study development reading and writing vocabulary growth.</p> <p>Update progress for your identified learner(s) using a double entry journal format with anecdotal notes including new insights, analyses and reflections of your learning throughout the course.</p> <p>Submit student data to instructor. Keep instructor up to date on student selection, progress, and difficulties with achieving accelerated progress.</p> <p><b>*Reflective Log due.</b></p>
6	<p>Teach an individual or small group of students using literacy intervention frameworks for a minimum of 2 thirty-minute lessons.</p>	<p>Participate in ongoing assessment of students' literacy strengths and areas of improvement at the end and start of each session.</p> <p>Keep detailed individual, daily and weekly records of reading and writing progress using a double entry journal, anecdotal notes and recorded videos of tutorial sessions. These include guided reading lesson records, running records, text level growth, word study development reading and writing vocabulary growth.</p>

		<p>Update progress for your identified learner(s) using a double entry journal format with anecdotal notes including new insights, analyses and reflections of your learning throughout the course.</p> <p>Submit student data to instructor. Keep instructor up to date on student selection, progress, and difficulties with achieving accelerated progress.</p> <p><b>*Reflective Log due.</b></p>
7	<p>Teach an individual or small group of students using literacy intervention frameworks for a minimum of 2 thirty-minute lessons.</p>	<p>Participate in ongoing assessment of students' literacy strengths and areas of improvement at the end and start of each session.</p> <p>Keep detailed individual, daily and weekly records of reading and writing progress using a double entry journal, anecdotal notes and recorded videos of tutorial sessions. These include guided reading lesson records, running records, text level growth, word study development reading and writing vocabulary growth.</p> <p>Update progress for your identified learner(s) using a double entry journal format with anecdotal notes including new insights, analyses and reflections of your learning throughout the course.</p> <p>Submit student data to instructor. Keep instructor up to date on student selection, progress, and difficulties with achieving accelerated progress.</p> <p><b>*Reflective Log due.</b></p>
8	<p>Teach an individual or small group of students using literacy intervention frameworks for a minimum of 2 thirty-minute lessons.</p>	<p>Participate in ongoing assessment of students' literacy strengths and areas of improvement at the end and start of each session.</p> <p>Keep detailed individual, daily and weekly records of reading and writing progress using a double entry journal, anecdotal notes and recorded videos of tutorial sessions. These include guided reading lesson records, running records, text level growth, word study development reading and writing vocabulary growth.</p> <p>Update progress for your identified learner(s) using a double entry journal format with anecdotal notes including new insights, analyses and reflections of your learning throughout the course.</p>

		Submit student data to instructor. Keep instructor up to date on student selection, progress, and difficulties with achieving accelerated progress.  <b>*Reflective Log due.</b>
9	Begin an analysis of intervention systems for your school/district as part of an Intervention Portfolio.	
10	Present video session and double entry journal to share with the class for group analysis and support.  <b>*Reflective Log due.</b>	
11	<i>Intervention Systems Analysis: Overview</i>	
12	<b>WORK SESSION</b>	
13	Present video session and double entry journal to share with the class for group analysis and support.  <b>*Reflective Log due.</b>	
14	<b>WORK SESSION</b>	
15	<b><i>Intervention Systems Analysis due.</i></b>	



# NUR - 567 - Innovations in Teaching and Learning Practicum

Graduate New Course Proposal Form - 2023/24 AY

## General Catalog Information

### Graduate New Course Proposal Form

**\*\*Read before you begin\*\***

**FILL IN** all fields required marked with an \*.

**ATTACH** supporting documentation.

**LAUNCH** proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

**Requested Action: Note: A complete syllabus is required for all new courses.**

**Please be sure that all elements required for a syllabus at the University of Maine are present. We recommend you work closely with the syllabus guidelines found at [www.umaine.edu/citl](http://www.umaine.edu/citl).**

**For assistance in completing this form or if you have any questions, email [um.catalog@maine.edu](mailto:um.catalog@maine.edu).**

Please attach any required files by navigating to the right side menu and clicking “Files”.

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 as well as instructions on completing this form.

[<https://umaine.edu/graduate/facultystaff-resources/curriculum-committee/>]

Syllabus\*  Attached

**REASON FOR NEW COURSE\*** New education course consistent with new program standards

**Department\***

**New Course: \***  New Course  Experimental (One time offering)

**EFFECTIVE SEMESTER:**

**Semester\***

**Year\***

**PROPOSED CATALOG DESCRIPTION:**

**Course Designator\***

**Proposed Course #\*** 567

**Course Type: \***

**Short Course Title** Innov Teach Learn Practicum  
**(The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max Length is 30 characters).** \*

**Long Course Title\*** Innovations in Teaching and Learning Practicum

**Course Description:\***

Students will participate in a supervised identified area of clinical experience which allows them to integrate learning from the didactic component of this course; NUR 566 Innovations in Teaching and Learning. Students will have the opportunity to master in-depth knowledge and expertise in a particular area of nursing as it applies to teaching and learning course development and execution in a choice of educational settings. Application of the principles of the scholarship of teaching are applied in the role of the nurse educator.

**Prerequisites:**

Admission to MSN program and/or admission to Nurse Educator Certificate Program.

**Corequisites:**

NUR566

**Definition of Credit Hours:** Go to <https://umaine.edu/graduate/students/progress/enroll/#define-credit-hour> for the definition of a credit hour at UMaine.

**Credit Hours: \*** 1

**Can this course be repeated for credit? \***  Yes  No

**If YES, total number of credits allowed:**

**If YES, total number of completions allowed:**

**\*Can students enroll multiple times in term?\***  Yes  No

**Instruction Mode:**  Distance Synchronous Learning  Hybrid/Blended  Hyflex  
**Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.**  In-Person  Online (Asynchronous)

<https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation>.\*

**Components Definitions**

**Course Components (type of course/used by Student Records for MaineStreet)\***

Applied Music     Clinical     Field Experience  
 Independent Study     Laboratory     Lecture     Recitation  
 Research     Seminar     Simulation     Studio     Thesis  
 Travel Course

**When will this course typically be offered \***

Fall     Summer     Spring     Alternating     Variable

**Text(s) Planned for Use\***

1. Billings, D.M., & Halstead, J.A. (2023). *Teaching in nursing: A guide for faculty* (7<sup>th</sup> ed.). Elsevier.
2. Chinn, P.L., Kramer, M.K., & Sitzman, K. (2022). *Knowledge development on nursing: Theory and process* (11<sup>th</sup> ed.). Elsevier.
3. American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed). APA.

**Course Instructor\***

Mary Tedesco-Schneck, Associate Professor

**Will instructional cost for this course proposal involve financial support from the Division of Life Long learning?\***

Yes  
 No

**Proposed Resources: Does the course addition or modification 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**

No. The academic unit will not request additional resources for the course  
 Yes

**subscriptions and resources?\***

**Units Affected:**  
**What other academic units are affected (e.g. course overlap, prerequisites)? Have the affected units been consulted? Any concerns expressed? Please explain.\*** n/a

**Course Frequency:**  
**Does the content of this course overlap significantly with other University courses? If so, list the course, explain the overlap, and justify the need for the proposed course.\*** n/a

**University of Maine School of Nursing  
Innovations in Teaching and Learning Practicum  
NUR 567 Fall 2024**

**Course Description:** Students will participate in a supervised identified area of clinical experience which allows them to integrate learning from the didactic component of this course; NUR 566 Innovations in Teaching and Learning. Students will have the opportunity to master in-depth knowledge and expertise in a particular area of nursing as it applies to teaching and learning course development and execution in a choice of educational settings. Application of the principles of the scholarship of teaching are applied in the role of the nurse educator.

**Course Credits:** 1 (75 Direct and Indirect Clinical Hours)

**Prerequisites:** Admission to MSN program and/or admission to Nurse Educator Certificate Program.

**Co-requisite:** NUR 566 Innovations in Teaching and Learning in Nursing Education

**Course Meeting Day, Time, and Location:** This is an asynchronous online course which utilizes Brightspace® as the course management platform. Assignments and course information will be posted within Brightspace®, under the appropriate headings.

**Faculty Information:**

Mary Tedesco-Schneck PhD, RN, CPNP Associate Professor [mary.tedescoschneck@maine.edu](mailto:mary.tedescoschneck@maine.edu)

Office Hours by Appointment

**Required Text:**

1. Billings, D.M., & Halstead, J.A. (2023). *Teaching in nursing: A guide for faculty* (7<sup>th</sup> ed.). Elsevier.
2. Chinn, P.L., Kramer, M.K., & Sitzman, K. (2022). *Knowledge development on nursing: Theory and process* (11<sup>th</sup> ed.). Elsevier.
3. American Psychological Association (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed). APA.
4. Additional required readings and videos are available on Brightspace® for each week.

**Required Technology:** Brightspace®, MaineStreet account and UMaine email are required. A personal computer is recommended. Resources regarding these technologies are posted on Brightspace®.

**Teaching Methods:** Teaching-learning methods include assigned readings, written assignments, and a field experience.

Course Objectives	Program Outcomes	Essentials of Nursing Education	NLN Competencies	Evaluation Method
<p>1. Apply the science of nursing based on nursing theories that inform course development.</p> <p>2. Integrate biological, psychological, and sociopolitical theories that contribute to the science of nursing in course development.</p>	<p>Integrate, translate, and apply knowledge from nursing and other disciplines to provide high quality, safe, culturally sensible, and ethically-based advanced-level nursing practice.</p> <p><b>Note:</b> Nursing, biological, psychological, and sociopolitical theories in the context of curriculum serve as the foundation for nursing education which is focused on patient care.</p>	<p>1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines.</p> <p>1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.</p>	<p>Participate in curriculum design and evaluation of program outcomes.</p>	<p>Teaching Plan Creation and Execution</p>
<p>3. Demonstrate the role and professional standards of the advanced practice nurse in education.</p> <p>4. Incorporate student and faculty professional standards and ethical codes that inform curricular design and course development.</p>	<p>Integrate, promote, and advance ethical scholarship to advance health and promote best practice.</p>	<p>4.1 Promote the ethical conduct of scholarly activities.</p> <p>9.3 Demonstrate accountability to the individual, society, and the profession.</p> <p>9.5 Demonstrate the professional identity of nursing.</p>	<p>Pursue continuous quality improvement in the role of educator using knowledge of legal and ethical issues relevant to higher education and nursing education.</p>	<p>Teaching Plan Creation and Execution</p> <p>Peer Review of Teaching</p> <p>Interpretation of Student Evaluation of Teaching</p>

<p>5. Create and execute a nursing course that reflects healthcare trends and incorporates the role of nursing practice.</p> <p>6. Implement a theoretical approach to teaching and learning that supports student success and maintains academic standards.</p>	<p>Participate in initiatives that address health equity and improve care delivery and/or outcomes within systems, communities, and populations.</p> <p>Foster caring relationships through the use of communication techniques and a variety of modalities that meet the needs of diverse audiences.</p>	<p>1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines.</p> <p>4.1 Advance the scholarship of nursing.</p> <p>4.2 Integrate best evidence into nursing practice.</p> <p>4.3 Promote the ethical conduct of scholarly activities.</p>	<p>Participate in curriculum design and evaluation of program outcomes by:</p> <ul style="list-style-type: none"> <li>• Identifying curriculum that reflects institutional philosophy and mission; current nursing and health care trends; and community/societal needs that prepare graduates for practice in a complex, dynamic, diverse health care environment</li> <li>• Demonstrating knowledge of curriculum development including identification of program outcomes, developing competency statements, writing learning objectives, and selecting learning activities and evaluation strategies</li> </ul>	<p>Teaching Plan Creation and Execution</p> <p>Peer Review of Teaching</p> <p>Interpretation of Student Evaluation of Teaching</p>
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<p>7. Deconstruct the impact of sociopolitical factors, including diversity, equity, and inclusion, on curricular and course design.</p>	<p>Participate in initiatives that address health equity and improve care delivery and/or outcomes within systems, communities, and populations. <b>Note:</b> Curricular and course design that considers the impact of sociopolitical factors, including diversity, equity, and inclusion, supports advocacy for improved healthcare delivery and patient/community health.</p>	<p>9.3 Demonstrate accountability to the individual, society, and the profession.  9.6 Integrate diversity, equity, and inclusion as core to one's professional identity.</p>	<p>Functions within the educational environment to identify how social, technological, economic, political, and institutional forces impact higher education in general and nursing education specifically.</p>	<p>Policy Brief</p>
<p>8. Apply the scholarship of teaching to the role of the advanced practice nurse in education.</p>	<p>Model and assume accountability for professional expectations of communication, therapeutic relationships, evidence-based practice, and ethical behaviors.</p>	<p>4.1 Advance the scholarship of nursing.</p>	<p>Engage in scholarship acknowledging that scholarship is an integral component of the faculty role, and that teaching is a scholarly activity.</p>	<p>Peer Review of Teaching  Policy Brief</p>

### **Course Inclusion**

This class strives to be an inclusive community, learning from the many perspectives that come from having differing backgrounds and beliefs. In an ideal world we would all be aware, respectful, and inclusive of each other's differences. I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). Like many people I am still in the process of learning about diverse perspectives and identities. To help accomplish this goal:

- If you have a name and/or set of pronouns that differ from those that appear in your official MaineStreet or Brightspace records, please let me know!
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.
- If something was said in class (by anyone) that made you feel hurt or uncomfortable, you can discuss the situation privately with me. I am always open to listening to students' experiences, and want to work with students to find acceptable ways to process and address the issue. If uncomfortable talking to me directly, you can notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer.
- If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue. Alternative resources and contacts can be found at UMaine's President's Council on Diversity, Equity and Inclusion at <https://umaine.edu/president/council-on-diversity-equity-and-inclusion/>

### **Commitment to Intersectionality:**

We are all individuals with multiple sociocultural identities that intersect and shape our worldview through the lens of privilege and oppression. I want to minimize systemic forces of oppression within the classroom such as ableism, classism, racism, sexism, transphobia, and heterosexism in efforts to create a safe learning environment for all of us. I ask that you also join me in this commitment to foster respect for one another, enhance solidarity, and build community.” (Adapted from Funes, et al., 2021)

### **Gender Name Statement:**

Class rosters and University data systems are currently provided to instructors with students' legal names and gender identifications. However, knowing that not all students use their legal names or sex/gender assigned at birth, I am happy to use the name and/or pronouns you use. Prior to our first discussion board post, we will do introductions, at which point you can choose to share with all members of our learning community what name and pronouns you use. Additionally, if these change at any point during course, please let me know and we can develop a way to share this information with others in a way that is comfortable and safe for you. (Adapted from Hakkola, 2021)

## Course Policies

### Attendance:

This online course will be conducted via Brightspace®. Assignments and course information will be posted on Brightspace®, under the appropriate headings. All students must check Brightspace® frequently – it is recommended at least two times per week. Since online class participation is an important part of this course, all students are expected to contribute to the electronic discussion regularly and to respond to the comments of other students in the class.

### Assignment Due Dates:

This online course is asynchronous, meaning that students and professors may work on the course at any time. However, please note the due dates for assignments. Late assignments will result in a zero unless there are justifying circumstances. Faculty must be made aware of these circumstances as soon as they are known. If you are unable to meet the deadline, communicate with faculty before the assignment is due. A mutually acceptable plan to complete coursework can be established.

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

### Students Accessibility Services Statement

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, located at the Center for Accessibility and Volunteer Engagement at the UCU, 139 Rangely Rd, [um.sas@maine.edu](mailto:um.sas@maine.edu), 207.581.2319, as early as possible in the term. Students may begin the accommodation process by submitting an accommodation request form online and uploading documentation at [https://umaine-accommodate.symplicity.com/public\\_accommodation/](https://umaine-accommodate.symplicity.com/public_accommodation/). Once students meet with SAS and

eligibility has been determined, students submit an online request with SAS each semester to activate their approved accommodations. SAS creates an accessibility letter each semester which informs faculty of potential course access and approved reasonable accommodations; the letter is sent directly to the course instructor. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (Mary Tedesco-Schneck) privately as soon as possible.

**Course Schedule Disclaimer (Disruption Clause):**

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

**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 faculty or staff member who is deemed a “responsible employee” 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, they are required to report this information to Title IX Student Services or the Office of Equal Opportunity.

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

- For confidential resources on campus: Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.
- For confidential resources off campus: Rape Response Services: 1-800-871-7741 or Partners for Peace: 1-800-863-9909.
- Other resources: The resources listed below can offer support but may have to report the incident to others who can help:
- For support services on campus: Title IX Student Services: 207-581-1406, Office of Community Standards: 207-581-1406, University of Maine Police: 207-581-4040 or 911.

Visit the Title IX Student Services website at <http://umaine.edu/titleix/> for more information.

**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.

*Last Updated: 08.17.2020*

### Course Requirements

Assignments and Grading Criteria	
Teaching Plan Creation and Execution	40%
Peer Review of Teaching	15%
Interpretation of Student Evaluation of Teaching	15%
Policy Brief	30%

#### COURSE GRADING:

A	=	100 - 92	C	=	77
A-	=	91 - 90	C-	=	76 - 70
B+	=	89 - 88	D+	=	69 - 68
B	=	87 - 82	D	=	67 - 62
B-	=	81 - 80	D-	=	61 - 60
C+	=	79 - 78			

**Course Grade Requirements:** The School of Nursing follows the University of Maine Grades and Grading Policy located on the [Office of Student Records website](#). Grades and other student information is confidential and protected by University of Maine policy and the Family Educational Rights and Privacy Act (FERPA). Additional information regarding FERPA is available from the [University Of Maine Department Of Student Records](#).

Grades are assigned as whole numbers are not rounded up. This applies to individual quiz and exam scores, course assignments, and final course grades. Students are expected to achieve a grade of “B-” or higher in all courses. If a student earns a “C” or lower in any course, the student is counseled and may be dismissed from the nursing major. Students who wish to return to the graduate program in nursing after a leave of absence or to re-enroll after withdrawing will re-enter under current curricular requirements. If a significant amount of time has lapsed, additional coursework may be required (UMaine SON Graduate Handbook, 2024).

A grade of “I” (incomplete) will only be used for extreme circumstances and documentation will be required. The student will have a mandatory meeting with faculty to document a plan to clear the “I” grade per UMaine and SON policy. The student cannot progress to a subsequent course with an “I” in a prerequisite or professional course.

**The following assignments are interrelated and provide the full breadth of the teaching/learning experience.**

- Teaching Plan Creation and Execution
- Peer Review of Teaching
- Interpretation of Student Evaluation of Teaching

#### **Teaching Plan Creation and Execution (worth 40%)**

**Purpose:** The purpose of this assignment is to apply the concepts of teaching and learning **in your area of expertise** in a classroom environment of an existing didactic course in an undergraduate nursing curriculum or a nurse residency program for entry level nurses.

#### **Peer Review of Teaching (worth 15%)**

**Purpose:** The purpose of this assignment is for the student to experience the peer review of teaching process which is one component of the scholarship of teaching. The student is not graded on the faculty’s peer review of teaching but instead on the student’s reflection of the faculty’s peer review of teaching. The peer review form is provided by the faculty teaching this course; NUR 566 Innovations in Teaching and Learning in Nursing Education Practicum.

#### **Interpretation of Student Evaluation of Teaching (worth 15%)**

**Purpose:** The purpose of this assignment is for the student to analyze and reflect of Student Evaluations of Teaching. The student is not graded on the results of Student Evaluation of Teaching for the class session but instead on the student's reflection of the completed Student Evaluation of Teaching.

### **Requirements for Teaching Plan Creation and Execution, Peer Review of Teaching, and Interpretation of Student Evaluation of Teaching**

Due dates for these assignments are incremental. The planned teaching creation and execution is completed after Week 7 at which time students will have completed the course content required for these assignments.

<b>Required Activity: Teaching Plan Creation and Execution</b>	<b>Due Date</b>
<ul style="list-style-type: none"> <li>• Identify a faculty member who is teaching a synchronized face-to-face undergraduate course in a nursing program or a nurse residency program for entry level nurses.</li> <li>• Arrange, in collaboration with the faculty teaching the course, to plan and teach one class session which will include a peer evaluation by the faculty assigned to the course.</li> <li>• Faculty and student will sign a contractual agreement base on this course assignment and the student will submit the signed contract on Brightspace®.</li> </ul>	Week 3
<ul style="list-style-type: none"> <li>• Submit a draft teaching plan on Brightspace® for the class session which includes assigned student preparatory materials and allows for 15 minutes at the end of the class session for students to complete an anonymous Student Evaluation of Teaching.</li> <li>• The teaching plan should include:               <ul style="list-style-type: none"> <li>○ Course objective(s) that will be met for the class session.</li> <li>○ Required readings and other preparatory materials students complete prior to the class session.</li> <li>○ Teaching plan that lists and describes each class activity and evidence-based rationale describing how each activity supports the objective(s) for the class session using in-text citations from sources published within the past 5 years.</li> <li>○ Reference page for evidenced based sources published within the past 5 years.</li> </ul> </li> </ul>	Week 7
<ul style="list-style-type: none"> <li>• Submit the final teaching plan on Brightspace® for the class session which includes assigned student preparatory materials and allows for 15 minutes at the end of the class session for students to complete an anonymous Student</li> </ul>	Week 8

<p>Evaluation of Teaching.</p> <ul style="list-style-type: none"> <li>• The teaching plan should include: <ul style="list-style-type: none"> <li>○ Course objective(s) that will be met for the class session.</li> <li>○ Required readings and other preparatory materials students complete prior to the class session.</li> <li>○ Teaching plan that lists and describes each class activity and evidence-based rationale describing how each activity supports the objective(s) for the class session using in-text citations from sources published within the past 5 years.</li> <li>○ Reference page for evidenced based sources published within the past 5 years.</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>• Execution of teaching based on the teaching plan, assigned student preparatory materials, and allows for 15 minutes at the end of the class session for students to complete an anonymous Student Evaluation of Teaching.</li> </ul>	Week 9 to 13
<p><b>Required Activity: Peer Review of Teaching and Student Reflection on the Evaluation</b></p>	<b>Due Date</b>
<ul style="list-style-type: none"> <li>• Faculty will complete the peer review of teaching and discuss the review with the student (Appendix A). This is not included as a grade.</li> <li>• Student will complete the reflection sheet on the faculty's peer review of teaching. This is included as a grade.</li> </ul>	Week 14
<p><b>Required Activity: Interpretation of Student Evaluation of Teaching</b></p>	<b>Due Date</b>
<ul style="list-style-type: none"> <li>• Student will complete the reflection sheet on the Student Evaluation of Teaching forms (Appendix B).</li> </ul>	Week 14



**Grading Rubric: Teaching Plan Creation and Execution**

<b>Criteria</b>					<b>Course Objectives</b>
<b>Submission of Contractual Agreement</b>	<b>3 points</b>	<b>6 points</b>	<b>8 points</b>	<b>10 points</b>	1,2,6,7
<b>Draft of the Teaching Plan</b>	<b>20 points</b> Adheres to less than 70% teaching plan requirements.	<b>30 points</b> Adheres to greater than or equal to 70% of the teaching plan requirements.	<b>34 points</b> Adheres to greater than or equal to 80% of the teaching plan requirements.	<b>40 points</b> Adheres to 100% teaching plan requirements.	1,2,6,7
<b>Final Teaching Plan</b>	<b>3 points</b> Fails to incorporate recommended edits and/or provides rationale for choosing not to incorporate edits.			<b>10 points</b> Incorporates recommended edits and/or provides rationale for choosing not to incorporate edits.	1,2,6,7
<b>Execution of Teaching for the Class Session</b>	<b>0 points</b> Does not execute teaching session	<b>5 points</b> Arrives late for class session and does not complete class session.	<b>10 points</b> Arrives late for class session or does not complete class session.	<b>20 points</b> Arrives on-time for class session and completes class session.	1,2,6,7
<b>Grammar, punctuation, capitalization, &amp; spelling/word choice.</b>	<b>3 points</b> Coherence of overall meaning unclear due to grammar, punctuation, capitalization, & spelling/word choice. Paper requires	<b>6 points</b> Errors in grammar, punctuation, capitalization, & spelling/word choice make it necessary to reread sentences to	<b>8 points</b> Occasional errors in grammar, punctuation, capitalization, & spelling/word choice.	<b>10 points</b> No errors in grammar, punctuation, capitalization, & spelling/word choice.	9

	extensive editing/proofreading in this area.	discern meaning.			
<b>APA Format</b>	<b>3 points</b> Greater than 5 errors.	<b>6 points</b> No more than 5 errors.	<b>8 points</b> No more the 2 errors.	<b>10 points</b> No errors.	9

### Grading Rubric for Peer Review and Student Evaluation of Teaching Reflection

Criteria					Course Objectives
<b>Completion</b>	<b>90 points</b> Answered all 4 questions	<b>75 points</b> Answered 3 out of 4 questions	<b>50 points</b> Answered 1 or 2 out of 4 questions	<b>0 points</b> Did not answer any questions	9
<b>Grammar (sentence structure, subject/verb agreement, pronoun/antecedent agreement, etc.) Punctuation, capitalization, &amp; spelling/word choice</b>	<b>10 points</b> No errors in grammar, punctuation, capitalization, and spelling/word choice.	<b>8 points</b> Occasional errors in grammar, punctuation, capitalization, and spelling/word choice.	<b>5 points</b> Errors in grammar, punctuation, capitalization, and spelling/word choice make it necessary to reread sentences and/or sections to discern meaning.	<b>3 points</b> Coherence of overall meaning unclear due to grammar, punctuation, capitalization, and spelling/word choice. Paper requires extensive editing/proofreading in this area.	9

**Policy Brief (worth 30%)**

**Purpose:** To explore an actual or potential Maine policy issue that affects higher education in general or nursing education and develop a policy brief for Maine lawmakers. Policy briefs are written in a manner that is understood by the public.

**Requirements:** Select a Maine bill that is being proposed in the 131<sup>st</sup> legislative session or an issue that affects higher education in general or nursing education. Create a policy brief for the selected bill or issue. Components of a policy brief include:

1. Title (not a title page)
2. Executive Summary of the major points
3. Background
4. Policy options
5. Recommendations for action
6. References

This assignment should be 3 pages, single spaced, 12-point Times Roman font. The following link has the proposed bills for the Maine 131<sup>st</sup> legislative session. <http://legislature.maine.gov/>

**Grading Rubric: Policy Brief**

<b>Criteria</b>					<b>Course Objective</b>
<b>Content</b>	<b>15 points</b> Focus cannot be ascertained from information provided. No evidence from reliable sources. Requires major restructuring.	<b>22 points</b> Focus is unclear. Evidence is weak. It is difficult to understand due to poor organization.	<b>26 points</b> Focus is clear but could be more precisely defined. Evidence supports contentions. Would benefit from restructuring.	<b>30 points</b> Focus is easily identified & is supported by strong evidence. Well organized & easy to navigate.	8, 9
<b>Development and Support</b>	<b>20 points</b> Does not make a meaningful attempt to explain or support ideas using articulate < 50% of the time.	<b>30 points</b> Inadequately or ineffectively explains & defends ideas using articulate language 50% of the time.	<b>34 points</b> Develops & supports key points using articulate language 80% of the time.	<b>40 points</b> Thoroughly & insightfully explores, explains, & supports each idea using articulate language 100% of the time.	8, 9
<b>Grammar, punctuation, capitalization, &amp; spelling/word choice.</b>	<b>3 points</b> Coherence of overall meaning unclear due to grammar, punctuation, capitalization, & spelling/word choice. Paper requires extensive editing/proofreading in this area.	<b>6 points</b> Errors in grammar, punctuation, capitalization, & spelling/word choice make it necessary to reread sentences to discern meaning.	<b>8 points</b> Occasional errors in grammar, punctuation, capitalization, & spelling/word choice.	<b>10 points</b> No errors in grammar, punctuation, capitalization, & spelling/word choice.	9
<b>APA Format</b>	<b>3 points</b> Greater than 5 errors.	<b>6 points</b> No more than 5 errors.	<b>8 points</b> No more the 2 errors.	<b>10 points</b> No errors.	9

<b>Assignment Requirements</b>	<b>3 points</b> Includes < 4 of the 6 components & adheres to 3 pages and/or single spaced, 12-point Times Roman font.	<b>6 points</b> Includes 4/6 components & adheres to 3 pages and/or single spaced, 12-point Times Roman font.	<b>8 points</b> Includes 5/6 components & adheres to 3 pages and/or single spaced, 12-point Times Roman font.	<b>10 points</b> Includes all 6 components & adheres to 3 pages, single spaced, 12-point Times Roman font.	9
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### Course Outline

This course outline is the same as the course outline for the didactic component of this course, NUR 512 Innovations in Teaching and Learning in Nursing Education. These materials are intended to support the student in clinical application of the content in NUR 512 Innovations in Teaching and Learning in Nursing Education. The assignments are different.

<b>Modules/Dates</b>	<b>Assigned Reading</b>	<b>Course Objective</b>	<b>Assignments</b>
Module One Week 1 & 2 Science of Nursing <ul style="list-style-type: none"> <li>• Nursing Theory</li> <li>• Theories that Contribute the Science of Nursing</li> </ul>	Chinn, P.L., Kramer, M.K., & Sitzman, K. (2022). <i>Knowledge development on nursing: Theory and process</i> (11 <sup>th</sup> ed.). Elsevier. <b>Chapter 1:</b> Nursing's Fundamental Patterns of Knowing <b>Chapter 2:</b> Historical Context of knowledge Development in Nursing <b>Chapter 7:</b> Empiric Knowledge Development <b>Chapter 8:</b> Description and Critical Reflection of Empiric Theory	Analyze the science of nursing based on nursing theories that inform curricular design and course development.  Interpret biological, psychological, and sociopolitical theories that contribute to the science of nursing.	Teaching Plan Creation and Execution  Due Weeks 3 to 13 (see assignment requirements)
Module Two Week 3 & 4 <ul style="list-style-type: none"> <li>• Course Design</li> <li>• Mapping Course Objectives to</li> </ul>	Chinn, P.L., Kramer, M.K., & Sitzman, K. (2022). <i>Knowledge development on nursing: Theory and process</i> (11 <sup>th</sup> ed.). Elsevier. <b>Chapter 6:</b> Aesthetic Knowledge Development <b>Chapter 10:</b> Integrating Expression of Knowledge in Practice	Create nursing curriculum and <b>courses</b> that reflect healthcare trends and incorporate the role of nursing practice.	

<p>Program Outcomes and Credentialing Standards</p>	<p><b>Chapter 11:</b> Strengthening the Discipline</p> <p>Billings, D.M., &amp; Halstead, J.A. (2023). <i>Teaching in nursing: A guide for faculty</i> (7<sup>th</sup> ed.). Elsevier.</p> <p><b>Chapter 10:</b> Designing Courses and Learning Experiences</p>		
<p>Module Three Week 5 &amp; 6</p> <ul style="list-style-type: none"> <li>• Teaching Learning Strategies</li> <li>• Inclusive Teaching and Learning Environments</li> </ul>	<p>Billings, D.M., &amp; Halstead, J.A. (2023). <i>Teaching in nursing: A guide for faculty</i> (7<sup>th</sup> ed.). Elsevier.</p> <p><b>Chapter 2:</b> Strategies to Support Diverse Learning Needs of Students</p> <p><b>Chapter 4:</b> Teaching Students with Disabilities</p> <p><b>Chapter 14:</b> Theoretical Approaches to Teaching and Learning in Nursing</p> <p><b>Chapter 16:</b> Evidence-Based Teaching Strategies to Promote Learning</p> <p><b>Chapter 18:</b> Teaching in the Clinical Learning Environment</p> <p><b>Chapter 19:</b> Teaching and Learning Using Simulations</p> <p><b>Chapter 20:</b> Using Technology to Facilitate Learning in the Classroom</p> <p><b>Chapter 21:</b> Teaching and Learning at a Distance</p>	<p>Discriminate between various theoretical approaches to teaching and learning that support student success and maintain academic standards.</p>	
<p>Module Four Week 7, 8, &amp; 9</p> <ul style="list-style-type: none"> <li>• Factors that Influence Curriculum</li> </ul>	<p>Billings, D.M., &amp; Halstead, J.A. (2023). <i>Teaching in nursing: A guide for faculty</i> (7<sup>th</sup> ed.). Elsevier.</p> <p><b>Chapter 5:</b> Forces and Issues Influencing Curriculum Development</p> <p><b>Chapter 6:</b> An Introduction to Curriculum</p>	<p>Create <i>nursing curriculum</i> and courses that reflect healthcare trends and incorporate the role of nursing practice.</p>	

<p>Development</p> <ul style="list-style-type: none"> <li>• Methods of Curriculum Devolvement</li> <li>• Mapping Courses to Curriculum</li> </ul>	<p>Development</p> <p><b>Chapter 7:</b> Philosophical Foundations of the Curriculum</p> <p><b>Chapter 8:</b> Curriculum Models for Undergraduate Programs</p> <p><b>Chapter 9:</b> Curriculum Models for Graduate Programs</p>		
<p>Module Five Week 10</p> <ul style="list-style-type: none"> <li>• Accreditation standards</li> <li>• Legal regulatory standards</li> </ul>	<p>Chinn, P.L., Kramer, M.K., &amp; Sitzman, K. (2022). <i>Knowledge development on nursing: Theory and process</i> (11<sup>th</sup> ed.). Elsevier.</p> <p><b>Chapter 4:</b> Ethical Knowledge Development</p> <p>Billings, D.M., &amp; Halstead, J.A. (2023). <i>Teaching in nursing: A guide for faculty</i> (7<sup>th</sup> ed.). Elsevier.</p> <p><b>Chapter 27:</b> The Accreditation Process</p> <p>American Association of Colleges of Nursing. (2021). <i>The essentials: Core competencies for professional nursing education</i>. AACN.</p> <p>American Nurses Credentialing Center. (2024). <i>2024 Application manual: Practice transition accreditation program</i>. ANCC.</p>	<p>Critique the application and impact of accrediting and legal regulatory standards on curriculum development.</p>	
<p>Module Six Week 11 &amp; 12</p> <ul style="list-style-type: none"> <li>• Professional standards</li> </ul>	<p>Billings, D.M., &amp; Halstead, J.A. (2023). <i>Teaching in nursing: A guide for faculty</i> (7<sup>th</sup> ed.). Elsevier.</p> <p><b>Chapter 1:</b> Teaching in Nursing the Faculty Role</p> <p><b>Chapter 3:</b> The Academic Performance of</p>	<p>Explore the role and professional standards of the advanced practice nurse in education.</p> <p>Deconstruct student and faculty</p>	

<ul style="list-style-type: none"> <li>Ethical codes</li> </ul>	<p>Students: Legal and Ethical Issues  <b>Chapter 15:</b> Managing Student Incivility and Misconduct in the Learning Environment</p>	<p>professional standards and ethical codes that inform curricular design and course development.</p>	
<p>Module Seven  Week 13</p>	<p>Chinn, P.L., Kramer, M.K., &amp; Sitzman, K. (2022). <i>Knowledge development on nursing: Theory and process</i> (11<sup>th</sup> ed.). Elsevier.  <b>Chapter 3:</b> Emancipatory Knowledge and Knowledge Development</p> <p>Billings, D.M., &amp; Halstead, J.A. (2023). <i>Teaching in nursing: A guide for faculty</i> (7<sup>th</sup> ed.). Elsevier.  <b>Chapter 17:</b> Multicultural Education in Nursing</p>	<p>Deconstruct the impact of sociopolitical factors, including diversity, equity, and inclusion, on curricular and course design.</p>	
<p>Module Eight  Week 14</p>	<p>Chinn, P.L., Kramer, M.K., &amp; Sitzman, K. (2022). <i>Knowledge development on nursing: Theory and process</i> (11<sup>th</sup> ed.). Elsevier.  <b>Chapter 5:</b> Personal Knowledge Development</p>	<p>Apply the scholarship of teaching to the role of the advanced practice nurse in education.</p>	<p>Peer Review of Teaching and Interpretation of Student Evaluation of Teaching</p>



**Appendix A**  
**University of Maine**  
**NUR XXX Fall 2024: Innovations in Teaching and Learning Practicum**  
**Peer Evaluation of Teaching Rubric**

Student Faculty:	Course Title & Number:	Number of Students:
Date of Observation:	Location:	Time:
Peer Observer Name:	Peer Observer Rank:	

<b>Organization and Presentation</b>		
1	2	3
<ul style="list-style-type: none"> <li>• Arrived &gt; 15 minutes late to class</li> <li>• Completed &lt; 50% of scheduled topics/activities from teaching plan</li> <li>• Concepts were not clearly presented</li> <li>• Words were not articulated in a way student could understand</li> <li>• Does not speak at a pace that permits students understanding or note taking</li> <li>• Finished &lt; 50% of class activities</li> <li>• No eye contact made</li> <li>• Does not effectively use classroom space</li> <li>• No display of confidence or demonstration of enthusiasm and excitement for the course</li> </ul>	<ul style="list-style-type: none"> <li>• Arrived 1 - 15 minutes late to class</li> <li>• Completed 50% of scheduled topics/activities from teaching plan</li> <li>• Some concepts were clearly presented or limited rationales provided</li> <li>• Some words were articulated in a way students could understand</li> <li>• Speaks at a pace that permits student understanding but not note taking</li> <li>• Finished 50% - 75% of class activities</li> <li>• Minimal eye contact made</li> <li>• Some classroom space was effectively used</li> <li>• Lacks display of confidence or demonstration of enthusiasm and excitement for the course</li> </ul>	<ul style="list-style-type: none"> <li>• Arrives on time</li> <li>• Completed scheduled topics/activities from teaching plan</li> <li>• Concepts were clearly presented with rationales</li> <li>• Articulates words so they are understandable to students</li> <li>• Speaks at a pace that permits students to understand and take notes</li> <li>• Allows sufficient time for in-class activities</li> <li>• Establishes eye contact</li> <li>• Effectively uses classroom space</li> <li>• Displays confidence and demonstrates enthusiasm and excitement for the course</li> </ul>
<b>Comments</b>		

<b>Course Materials</b>		
1	2	3
<ul style="list-style-type: none"> <li>• Preparatory materials are not current</li> <li>• No critical thinking, clinical reasoning, and clinical judgment used in course materials</li> <li>• No examples of clinical application provided</li> </ul>	<ul style="list-style-type: none"> <li>• Some preparatory materials are current</li> <li>• Minimal critical thinking, clinical reasoning, and clinical judgment used in course materials</li> <li>• Minimal examples of clinical application provided</li> </ul>	<ul style="list-style-type: none"> <li>• Preparatory materials are current</li> <li>• Incorporates critical thinking, clinical reasoning, and clinical judgment used in course materials</li> <li>• Provides examples of clinical application</li> </ul>
<b>Comments</b>		
<b>Engagement and Teaching Strategies</b>		
1	2	3
<ul style="list-style-type: none"> <li>• No incorporation of active teaching strategies</li> <li>• No facilitation of class discussion</li> <li>• No student coaching when needed to understand and apply the content</li> <li>• No attraction of nonparticipating students into activities/discussions</li> <li>• Significant domination of activities/discussions from specific students</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal incorporation of active teaching strategies</li> <li>• Limited facilitation of class discussion</li> <li>• Limited student coaching when needed to understand and apply the content</li> <li>• Limited attraction of nonparticipating students into activities/discussions</li> <li>• Some domination of activities/discussions from specific students</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporates active teaching strategies</li> <li>• Facilitates class discussion</li> <li>• Coaches students as needed in understanding and application of content</li> <li>• Attracts nonparticipating students into activities/discussions</li> <li>• Prevents specific students from dominating activities/discussions</li> </ul>
<b>Comments</b>		

Classroom Milieu		
1	2	3
<ul style="list-style-type: none"> <li>• No respect for all students</li> <li>• No active listening</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks respect for all students</li> <li>• Limited active listening</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures an environment of respect for all students</li> <li>• Demonstrates active listening</li> </ul>
<b>Comments</b>		

**Appendix B**  
**Student Evaluation of Class Session**

Instructor				
<b>The instructor ensured an environment of respect for all groups of people in the classroom.</b>				
5 Always	4	3	2	1 Never
<b>Concepts are presented in a manner that helps me learn.</b>				
5 Always	4	3	2	1 Never
<b>Practical applications of materials are discussed.</b>				
5 Always	4	3	2	1 Never
<b>The class activities helped me apply the concepts.</b>				
5 Very Much	4	3	2	1 Very Little
<b>The class activities were engaging.</b>				
5 Very Much	4	3	2	1 Very Little
<b>My critical thinking skills improved because of the class session.</b>				
5 Very Much	4	3	2	1 Very Little
<b>I developed strategies to improve my learning because of the class session.</b>				
5 Very Much	4	3	2	1 Very Little
<b>Overall, how would you rate the instructor?</b>				
5 Excellent	4	3	2	1 Poor
Please share any additional thoughts about strategies that could have enhanced learning.				



# SVT - 699 - Thesis/Research

Graduate New Course Proposal Form - 2023/24 AY

## General Catalog Information

# Graduate New Course Proposal Form

**\*\*Read before you begin\*\***

**FILL IN** all fields required marked with an \*.

**ATTACH** supporting documentation.

**LAUNCH** proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

**Requested Action: Note: A complete syllabus is required for all new courses.**

**Please be sure that all elements required for a syllabus at the University of Maine are present. We recommend you work closely with the syllabus guidelines found at [www.umaine.edu/citl](http://www.umaine.edu/citl).**

**For assistance in completing this form or if you have any questions, email [um.catalog@maine.edu](mailto:um.catalog@maine.edu).**

Please attach any required files by navigating to the right side menu and clicking “Files”.

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 as well as instructions on completing this form.

[<https://umaine.edu/graduate/facultystaff-resources/curriculum-committee/>]

**Syllabus\***  Attached

**REASON FOR NEW COURSE\***

Doctor of Engineering in Engineering Technology - Surveying Engineering Technology concentration is approved so thesis credits (usually 699) is required

**Department\***

School of Engineering Technology

**New Course: \***

New Course     Experimental (One time offering)

**EFFECTIVE SEMESTER:**

**Semester\***

Spring

**Year\***

2025

**PROPOSED CATALOG DESCRIPTION:**

**Course Designator\***

SVT

**Proposed Course #\*** 699

**Course Type: \***

Surveying Engineering Technology

**Short Course Title** Thesis/Research  
**(The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max Length is 30 characters).** \*

**Long Course Title\*** Thesis/Research

**Course Description:\***

The course goals are to conduct guided research and work on original contributions within research areas related to Surveying Engineering Technology. These may extend the knowledge in various sub-disciplines of Surveying Engineering Technology. This is in support of the Doctorate of Engineering in Engineering Technology – Surveying Engineering Technology concentration.

**Prerequisites:** Must be a student in Engineering Technology

Students who have not yet completed a “Responsible Conduct of Research” (RCR) course approved by the Office of Research and Sponsored Programs and the Graduate School (<https://umaine.edu/graduate/students/progress/rcr/>) must receive permission to enroll in thesis/research credits. Students must enroll in an RCR course before or concurrent with their third credit of thesis/research.

**Corequisites:** None

**Definition of Credit Hours:** Go to <https://umaine.edu/graduate/students/progress/enroll/#define-credit-hour> for the definition of a credit hour at UMaine.

**Credit Hours:** \* Variable

**Can this course be repeated for credit? \***  Yes  No

**If YES, total number of credits allowed:** no limit

**If YES, total number of completions allowed:** no limit

**\*Can students enroll multiple times in term?\***  Yes  No

**Instruction Mode:**  Distance Synchronous Learning  Hybrid/Blended  Hyflex  
**Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.**  In-Person  Online (Asynchronous)

<https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation>.\*

(For information on Course Components Definitions please see: [UMS Data Governance Course Components Definitions](#).)

**Course Components (type of course/used by Student Records for MaineStreet)\***  Applied Music  Clinical  Field Experience  Independent Study  Laboratory  Lecture  Recitation  Research  Seminar  Simulation  Studio  Thesis  Travel Course

**When will this course typically be offered \***  Fall  Summer  Spring  Alternating  Variable

**Text(s) Planned for Use\*** none required

**Course Instructor\*** Raymond Hintz, Professor of Surveying Engineering Technology, 100% teaching load

**Will instructional cost for this course proposal involve financial support from the Division of Life Long learning?\***  Yes  No

**Proposed Resources: Does the course addition or modification 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 academic unit will not request additional resources for the course  Yes



**Units Affected:**  
**What other academic units are affected (e.g. course overlap, prerequisites)? Have the affected units been consulted? Any concerns expressed? Please explain.\***

N/A

**Course Frequency:**  
**Does the content of this course overlap significantly with other University courses? If so, list the course, explain the overlap, and justify the need for the proposed course.\***

N/A

**University of Maine**  
**School of Engineering Technology**  
**Surveying Engineering Technology (SVT) Program**  
**Doctorate of Engineering in Engineering Technology – Surveying Engineering Technology**  
**concentration**

**Course Name:** Graduate Thesis/Research

**Course No:** SVT 699

**Semester:** Spring 2025

**Course Delivery Method and hours:** synchronous

**Instructor:** Raymond Hintz (but will vary)

**Office:** TBD

**Email:** [ray.hintz@maine.edu](mailto:ray.hintz@maine.edu)

**Instructor office hours:** TBD

**Course Description:** The course goals are to conduct guided research and work on original contributions within research areas related to Surveying Engineering Technology. These may extend the knowledge in various sub-disciplines of Surveying Engineering Technology. This is in support of the Doctorate of Engineering in Engineering Technology – Surveying Engineering Technology concentration.

**Course Credits:** variable

**Course details about location, day, and time:** The course will be online both asynchronous and synchronous depending on the situation. Offering details will be provided by SVT faculty and will be posted on Brightspace.

**Course prerequisites:** Must be a student in Engineering Technology. Students who have not yet completed a “Responsible Conduct of Research” (RCR) course approved by the Office of Research and Sponsored Programs and the Graduate School (<https://umaine.edu/graduate/students/progress/rcr/>) must receive permission to enroll in thesis/research credits. Students must enroll in an RCR course before or concurrent with their third credit of thesis/research.

**Faculty Information:** varies

**Instructional Materials and Methods:** Textbooks are generally not required for research/thesis credits.

**Course Objectives:** The course goals are to conduct guided research and work on original contributions within research areas related to Surveying Engineering Technology. These may extend the knowledge in various sub-disciplines of Surveying Engineering Technology. This is in support of the Doctorate of Engineering in Engineering Technology – Surveying Engineering Technology concentration.

**Student Learning Outcomes:** Student Learning Outcomes (SLO's) include learning how to conduct, perform, and present original research findings in written and oral form. Publication in peer reviewed journals is required.

**Grading, Class Policies, and Course Expectations:** The advisor determines if set objectives for research have been met. Course grades are passed, failed, or incomplete.

**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, or generated by software or systems without the explicit approval of the instructor, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University. Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314 (\***Date Issued:** September 1, 2020): <https://www.maine.edu/board-of-trustees/policy-manual/section-314/>

**Students Accessibility Services Statement:**

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, [um.sas@maine.edu](mailto:um.sas@maine.edu), 581.2319, as early as possible in the term. Students may begin the accommodation process by submitting an accommodation request form online and uploading documentation at [https://umaine-accommodate.symplcity.com/public\\_accommodation/](https://umaine-accommodate.symplcity.com/public_accommodation/). Once students meet with SAS and eligibility has been determined, students submit an online request with SAS each semester to activate their approved accommodations. SAS creates an accessibility letter each semester which informs faculty of potential course access and approved reasonable accommodations; the letter is sent directly to the course instructor. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (Ray Hintz) privately as soon as possible.

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

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

## **Sexual Discrimination Reporting**

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

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

### **Why do teachers have to report sexual discrimination?**

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

### **What will happen to a student if a teacher reports?**

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

If you have requested confidentiality, the University will weigh your request that no action be taken against the institution’s obligation to provide a safe, nondiscriminatory environment for all students. If the University determines that it can maintain confidentiality, you must understand that the institution’s ability to meaningfully investigate the incident and pursue disciplinary action, if warranted, may be limited. There are times when the University may not be able to honor a request for confidentiality because doing so would pose a risk to its ability to provide a safe, nondiscriminatory environment for everyone. If the University determines that it cannot maintain confidentiality, the University will advise you, prior to starting an investigation and, to the extent possible, will share information only with those responsible for handling the institution’s response

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

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

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

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

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

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

# SED - 536 - Educational Strategies for Students with Severe Disabilities

Graduate Course Modification Form - 2023/24 AY

## General Catalog Information

# Graduate Course Modification Form

**\*\*Read before you begin\*\***

**FILL IN** all fields required marked with an \* after importing data.

**ATTACH** supporting documentation.

**LAUNCH** proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

**For assistance in completing this form or if you have any questions, email [um.catalog@maine.edu](mailto:um.catalog@maine.edu).**

\*Faculty who are converting a course for online delivery, or making substantive changes to an existing course delivered online, are strongly encouraged to work with the Center for Innovation in Teaching and Learning (CITL) on those modifications: <https://umaine.edu/citl/instructional-design-2/>

**REASON FOR  
COURSE  
MODIFICATION:\***

Update to Maine teaching certification regulations requires us to rename the course to facilitate easier transcript analysis for our students who apply for teaching certification via the transcript analysis pathway.

- MODIFICATION:\***  Designator Change  Credit Change  Cross Listing  
 Number Change  Title Change  Description Change  
 Prerequisite Change  Addition of Electronic Learning Component\*  
 Conversion of an existing on-site Course to an online Course\*

**Department\***

School of Learning and Teaching

**EFFECTIVE SEMESTER:**

**Semester\***

Spring

**Year\***

2025

**CATALOG DESCRIPTION:**

**Current Course Designator\***

SED

**Current Course #\* 536**

**Proposed Course Designator** no change

**Proposed Course #** no change

**Current Short Course Title (The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max 30 characters).\*** Educ Strat for Stu with Sever

**Proposed New Short Course Title (The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max 30 characters)** Spec. Design. Instruc: Severe

**Current Long Course Title\*** Educational Strategies for Students with Severe Disabilities

**Proposed Long Course Title** Specially Designed Instruction for Students with Severe Disabilities

**Current Course Description\*** Examines instructional strategies that have been effective in the education of students with severe disabilities. Emphasis on models of inclusive education; nonverbal communication strategies; and behavioral supports.

**Proposed Course Description** no change

**Current Prerequisite(s)** none

**Proposed Prerequisite(s)** none

**Current Corequisite(s)** NA

**Proposed Corequisite(s)** NA

**If the Course will be cross listed, please identify below what the course listed courses are:** NA

**Definition of Credit Hours: Go to <https://umaine.edu/graduate/students/progress/enroll/#define-credit-hour> for the definition of a credit hour at UMaine.**

**Current Credit Hours:\*** 3

**Proposed Credit Change** NA



**If the course designator or course number is being changed, please list any courses for which this course is a prerequisite:** NA

**When will this course typically be offered**  Fall  Summer  Spring  Alternating  Variable

**Can this course be repeated for credit?**  Yes  No

**If YES, total number of credits allowed:**

**If YES, total number of completions allowed:**

**\*Can students enroll multiple times in term?\***  Yes  No

**Instruction Mode:**  Distance Synchronous Learning  Hybrid/Blended  Hyflex  
**Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.**  In-Person  Online (Asynchronous)

<https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation>.

## COURSE RESOURCES

**Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?**  Yes  No

**If additional**

**resources are  
needed, outline  
them below:**

**Will instructional  
cost for this  
course proposal  
involve financial  
support from the  
Division of Life  
Long learning?\***



Yes



No

# SED - 544 - Math Methods in Special Education

Graduate Course Modification Form - 2023/24 AY

## General Catalog Information

# Graduate Course Modification Form

**\*\*Read before you begin\*\***

**FILL IN** all fields required marked with an \* after importing data.

**ATTACH** supporting documentation.

**LAUNCH** proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

**For assistance in completing this form or if you have any questions, email [um.catalog@maine.edu](mailto:um.catalog@maine.edu).**

\*Faculty who are converting a course for online delivery, or making substantive changes to an existing course delivered online, are strongly encouraged to work with the Center for Innovation in Teaching and Learning (CITL) on those modifications: <https://umaine.edu/citl/instructional-design-2/>

**REASON FOR COURSE MODIFICATION:\***

The course title change is required in order to comply with Maine Department of Education Teaching Certification regulations.

**MODIFICATION:\***

- Designator Change     Credit Change     Cross Listing  
 Number Change     Title Change     Description Change  
 Prerequisite Change     Addition of Electronic Learning Component\*

Conversion of an existing on-site Course to an online Course^

Department\*

School of Learning and Teaching

**EFFECTIVE SEMESTER:**

Semester\*

Spring

Year\*

2025

**CATALOG DESCRIPTION:**

Current Course Designator\*

SED

Current Course #\* 544

Proposed Course Designator NA

Proposed Course # NA

Current Short Course Title (The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max 30 characters).\* Math Methods in Special Educat

Proposed New Short Course Title (The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max 30 characters) Specially Designed Inst: Math

Current Long Course Title\* Math Methods in Special Education

Proposed Long Course Title Specially Designed Instruction in Math for Students with Disabilities

**Current Course Description\***

Examines educational principles and strategies for teaching students with math difficulties.

**Proposed Course Description**

NA

**Current Prerequisite(s)**

Master of Education student in special education or permission

**Proposed Prerequisite(s)**

NA

**Current Corequisite(s)**

NA

**Proposed Corequisite(s)**

NA

**If the Course will be cross listed, please identify below what the course listed courses are:**

NA

**Definition of Credit Hours: Go to**

**<https://umaine.edu/graduate/students/progress/enroll/#define-credit-hour> for the definition of a credit hour at UMaine.**

**Current Credit Hours:\***

3

**Proposed Credit Change**

NA

**If the course designator or course number is being changed, please list any courses for which this course is a prerequisite:**

NA

**When will this course typically be offered**  Fall  Summer  Spring  Alternating  Variable

**Can this course be repeated for credit?**  Yes  No

**If YES, total number of credits allowed:**

**If YES, total number of completions allowed:**

**\*Can students enroll multiple times in term?\***  Yes  No

**Instruction Mode:**  Distance Synchronous Learning  Hybrid/Blended  Hyflex  
**Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.**  In-Person  Online (Asynchronous)

<https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation>.

## COURSE RESOURCES

**Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?**  Yes  No

**If additional resources are needed, outline them below:**

**Will instructional cost for this course proposal involve financial support from the**  Yes  No

**Division of Life**  
**Long learning?\***

# SED - 545 - Intervention for Reading Difficulties

Graduate Course Modification Form - 2023/24 AY

## General Catalog Information

# Graduate Course Modification Form

**\*\*Read before you begin\*\***

**FILL IN** all fields required marked with an \* after importing data.

**ATTACH** supporting documentation.

**LAUNCH** proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

**For assistance in completing this form or if you have any questions, email [um.catalog@maine.edu](mailto:um.catalog@maine.edu).**

\*Faculty who are converting a course for online delivery, or making substantive changes to an existing course delivered online, are strongly encouraged to work with the Center for Innovation in Teaching and Learning (CITL) on those modifications: <https://umaine.edu/citl/instructional-design-2/>

**REASON FOR COURSE MODIFICATION:\***

Course title changes are required in order to comply with Maine Dept. of Education Teaching certification regulations.

**MODIFICATION:\***  Designator Change  Credit Change  Cross Listing  
 Number Change  Title Change  Description Change  
 Prerequisite Change  Addition of Electronic Learning Component\*



Conversion of an existing on-site Course to an online Course^

Department\*

School of Learning and Teaching

**EFFECTIVE SEMESTER:**

Semester\*

Spring

Year\*

2025

**CATALOG DESCRIPTION:**

Current Course Designator\*

SED

Current Course #\* 545

Proposed Course Designator NA

Proposed Course # NA

Current Short Course Title (The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max 30 characters).\* Intervention for Reading Diffi

Proposed New Short Course Title (The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max 30 characters) Specially Design Inst: Reading

Current Long Course Title\* Intervention for Reading Difficulties

Proposed Long Course Title Specially Designed Instruction in Reading for Students with Disabilities

**Current Course Description\*** Explores strategies for adapting reading instruction for students with reading difficulties. Topics include theoretical explanations of reading difficulties, multi-tiered systems of support, research-based approaches to intervention, and procedures for evaluating response to interventions all in alignment with the Science of Reading. This course has a particular emphasis on explicit instruction for phonological and phonemic awareness, decoding and phonics, fluency, vocabulary, reading comprehension, and spelling. The course addresses the needs of students with high- and low-incidence disabilities, and student at-risk for reading difficulties.

**Proposed Course Description** no change

**Current Prerequisite(s)** Prerequisite: Master of Education student in Special Education or permission

**Proposed Prerequisite(s)** no change

**Current Corequisite(s)** NA

**Proposed Corequisite(s)** NA

**If the Course will be cross listed, please identify below what the course listed courses are:** NA

**Definition of Credit Hours: Go to <https://umaine.edu/graduate/students/progress/enroll/#define-credit-hour> for the definition of a credit hour at UMaine.**

**Current Credit Hours:\*** 3

**Proposed Credit Change** NA

**If the course designator or course number is being changed, please list any courses for which this course is a prerequisite:** NA

**When will this course typically be offered**  Fall  Summer  Spring  Alternating  Variable

**Can this course be repeated for credit?**  Yes  No

**If YES, total number of credits allowed:**

**If YES, total number of completions allowed:**

**\*Can students enroll multiple times in term?\***  Yes  No

**Instruction Mode:**  Distance Synchronous Learning  Hybrid/Blended  Hyflex  
**Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.**  In-Person  Online (Asynchronous)

<https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation>.

## COURSE RESOURCES

**Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?**  Yes  No

**If additional**

**resources are  
needed, outline  
them below:**

**Will instructional  
cost for this  
course proposal  
involve financial  
support from the  
Division of Life  
Long learning?\***



Yes



No

# SED - 546 - Writing Interventions for Students with Disabilities

Graduate Course Modification Form - 2023/24 AY

## General Catalog Information

# Graduate Course Modification Form

**\*\*Read before you begin\*\***

**FILL IN** all fields required marked with an \* after importing data.

**ATTACH** supporting documentation.

**LAUNCH** proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

**For assistance in completing this form or if you have any questions, email [um.catalog@maine.edu](mailto:um.catalog@maine.edu).**

\*Faculty who are converting a course for online delivery, or making substantive changes to an existing course delivered online, are strongly encouraged to work with the Center for Innovation in Teaching and Learning (CITL) on those modifications: <https://umaine.edu/citl/instructional-design-2/>

**REASON FOR COURSE MODIFICATION:\***

Title change is required in order to comply with Maine Dept. of Education teaching certification regulations.

**MODIFICATION:\***  Designator Change  Credit Change  Cross Listing  
 Number Change  Title Change  Description Change

- Prerequisite Change       Addition of Electronic Learning Component\*  
 Conversion of an existing on-site Course to an online Course\*

**Department\***

School of Learning and Teaching

**EFFECTIVE SEMESTER:**

**Semester\***

Spring

**Year\***

2025

**CATALOG DESCRIPTION:**

**Current Course Designator\***

SED

**Current Course #\* 546**

**Proposed Course Designator** NA

**Proposed Course #** NA

**Current Short Course Title (The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max 30 characters).\*** Writing Interventions Stud Dis

**Proposed New Short Course Title (The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max 30 characters)** Specially Design Inst: Writing

**Current Long Course Title\*** Writing Interventions for Students with Disabilities

**Proposed Long Course Title** Specially Designed Instruction in Writing for Students with Disabilities

**Current Course Description\*** Explores strategies for adapting writing expression instruction (for example, grammar, syntax, prewriting, content generation, revision) for students with written expression difficulties. Topics include theoretical explanations of writing difficulties, multi-tiered systems of support, research-based approaches to intervention delivered through explicit instruction and other effective instructional practices, and procedures for evaluation.

**Proposed Course Description** no change

**Current Prerequisite(s)** Prerequisite: Master of Education student in Special Education or permission

**Proposed Prerequisite(s)** no change

**Current Corequisite(s)** NA

**Proposed Corequisite(s)** NA

**If the Course will be cross listed, please identify below what the course listed courses are:**

**Definition of Credit Hours: Go to <https://umaine.edu/graduate/students/progress/enroll/#define-credit-hour> for the definition of a credit hour at UMaine.**

**Current Credit Hours:\*** 3

**Proposed Credit Change** NA

**If the course designator or course number is being changed, please list any courses for which this course is a prerequisite:**

**When will this course typically be offered**  Fall  Summer  Spring  Alternating  Variable

**Can this course be repeated for credit?**  Yes  No

**If YES, total number of credits allowed:**

**If YES, total number of completions allowed:**

**\*Can students enroll multiple times in term?\***  Yes  No

**Instruction Mode:**  Distance Synchronous Learning  Hybrid/Blended  Hyflex  
**Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.**  In-Person  Online (Asynchronous)

<https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation>.

## **COURSE RESOURCES**

**Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?**  Yes  No

**If additional**



**resources are  
needed, outline  
them below:**

**Will instructional  
cost for this  
course proposal  
involve financial  
support from the  
Division of Life  
Long learning?\***



Yes



No