

CURRICULUM COMMITTEE REPORT

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

New Courses:

COS 504 Professional Research Communication 2

COS 505 Graduate Seminar

COS 506 Research Methods

COS 522 Interdisciplinary Learning and Design with Computing

COS 590 Computers, Ethics, and Society

EHD 548 Culturally Sustaining Pedagogies

FSN 566 Type 2 Diabetes, Obesity, and Food

MAT 501 Teaching Undergraduate Mathematics

NUR 565 Wellness and Resilience for Advanced Practice Nursing

SFR 516 Unoccupied Aircraft Systems in the Forest Environment

Modifications:

MBA 609 Financial Statement Analysis

PSY 625 Basic Methods in Assessment

PSY 626 Advanced Clinical Assessment

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

COS - 504 - Professional Research Communication 2

Joint College Ownership - Graduate New Course Proposal Form - 2024/25 AY

General Catalog Information

Joint College Ownership Graduate New Course Proposal Form

***** USE THE FORM ONLY WHEN THE NEW COURSE BEING PROPOSED WILL HAVE JOINT OWNERSHIP BETWEEN DIFFERENT COLLEGES *****

****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.

For assistance in completing this form or if you have any questions, email 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.

[\[https://umaine.edu/graduate/facultystaff-resources/curriculum-committee/\]](https://umaine.edu/graduate/facultystaff-resources/curriculum-committee/)

Syllabus* ☒ Attached

REASON FOR NEW COURSE*

With the retirement of SIE Prof. Max Egenhofer, SCIS no longer offered its required seminars, SIE 501 *Introduction to Graduate Research*, SIE 502 *Research Methods* and SIE 693 *Graduate Seminar*. In AY 2023-2024, SCIS initiated new courses under a COS designation to provide this instruction. This proposed course was offered in AY 2023-2024 and AY 2024-2025 as a COS 598 *Topics in Computer Science* course. It is being proposed to formally add it to the UMaine course catalog beginning in AY 2025-2026.

Department***Computing and Information Science****New Course: ***

New Course



Experimental (One time offering)

EFFECTIVE SEMESTER:**Semester*****Fall****Year*****2025****PROPOSED CATALOG DESCRIPTION:****Course Designator*****COS****Proposed Course #* 504****Course Type: *****Computer Science**

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). *

Prof. Res. Comm. 2

Long Course Title*

Professional Research Communication 2

Course Description: *

This course covers the practice of spoken and digital professional communication in research disciplines. Additional material will cover presentation of research results at conferences and how that type of communication differs from presentation for the purposes of teaching. The course will also cover other presentation media such as posters, web sites, and multimedia materials. The course will discuss the appropriate professional use of digital communications including web sites, social media (Facebook, Instagram, TikTok, Twitter, and Discord), and direct messaging (DMs, SMS, txt). The relevant skills are covered and practiced in addition to studying a collection of classic and topical papers.

Prerequisites: COS 503 *Professional Research Communication 1* or permission.

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: * 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
☒ In-Person ☐ Online (Asynchronous)
Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.
<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* There is no required textbook for this class. All the slides used in class will be distributed through BrightSpace or its equivalent so that you can use them for reference.

Readings will be selected from books available online and articles published as part of technical literature. Video lectures will also be assigned as mandatory material.

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

☐ Yes

☒ No

Proposed Resources: ☒ No. The academic unit will not request additional resources for the course

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?*

☐ 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 Spatial Computing (SIE) graduate programs have been consulted. Presently, they are using these seminars to fulfill requirements for their graduate students. Courses formerly known as SIE 501 Introduction to Graduate Research, SIE 502 Research Methods, and SIE 693 Graduate Seminar, are not presently offered. For the purposes of the SIE graduate programs, they are mapped to COS 503, COS 504, and COS 505. No concerns have been raised.

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

Fall 2025 – COS 504: Professional Research Communication 2

- Instructor:** Dr. Terry Yoo (terry.yoo@maine.edu)
Associate Professor of Computer Science
School of Computing and Information Science, UMaine
Boardman 325 (x1-4883)
- Office Hours:** Boardman 325, Mondays, 11 AM - 12 Noon; Wednesdays, 10 – 11 AM
Please make an appointment (even during scheduled hours if you can).
- Prerequisites:** You must have completed COS 503 *Professional Research Communication 1* or permission of the instructor.
- Classroom:** Ferland 236, Mo-We, 2:00-3:15 PM, January 22, 2025 through February 19, 2025.
- COVID-19:** All students attending classes on campus are required to respect current UMaine policies on social distancing and on the wearing of masks. This course is taught in person in a traditional synchronous lecture format.
- Text:** There is no required textbook for this class. All the slides used in class will be distributed through BrightSpace or its equivalent so that you can use them for reference.
- Readings will be selected from books available online and articles published as part of technical literature. Video lectures will also be assigned as mandatory material.
- Required reading or viewing of video should be completed BEFORE the assigned class for maximum benefit.
- Description:** This course covers the practice of spoken and digital professional communication in research disciplines. Additional material will cover presentation of research results at conferences and how that type of communication differs from presentation for the purposes of teaching. The course will also cover other presentation media such as posters, web sites, and multimedia materials. The course will discuss the appropriate professional use of digital communications including web sites, social media (Facebook, Instagram, TikTok, Twitter, and Discord), and direct messaging (DMs, SMS, txt). The relevant skills are covered and practiced in addition to studying a collection of classic and topical papers.
- Credits:** 1 credit hour, as part of the sequence of professional practice seminars required to complete either the MS-CS or the PhD-CS curriculum.

Course Delivery Method

Mode of Instruction: In-person.

Time Options: Synchronous

Digital Services: Course content available via Brightspace.

Course Objectives

This is a required course in the sequence of professional practice seminars necessary to complete either the MS-CS or the PhD-CS curriculum.

The course will cover techniques for vocal, digital, and other forms of professional research communication other than technical writing. By the end of the seminar, the student will have created a poster, a digital presentation slide deck, and discussed online web page materials in support of a research topics of their choosing.

Instructional Objectives – This course is intended to help students:

1. Incorporate appropriate computer science research results, theoretical underpinnings, and best practices into classroom activities or projects.
2. Explain computer science results via presentations appropriate for the target audience.

Graduate Program Learning Outcomes – After completing the material in this course, students should acquire or develop the following knowledge, skills, and dispositions that address the following UMaine graduate program learning outcomes:

- GPLO2: Share disciplinary expertise openly, effectively, and accurately.

Grading and Course Expectations

Grades will be assigned based on participation, homework, peer editing, regular progress reports, and project artifacts (midpoint manuscript draft, final manuscript). The components of the grade are normalized to 100%.

- Participation (20%)
 - Individual involvement in class discussions
 - Feedback and review of in-class presentations
- Homework 1 (5%)
- Peer editing (15%)
 - Peer editing of presentation slide decks
 - Peer editing of class session slide decks
 - Peer editing of posters
- Presentation materials (slide deck) (Homework 2) (15%)
 - Draft

- Final
- Class presentation materials (slide deck) (Homework 3) (15%)
 - Draft
 - Final
- Poster (Final Deliverable) (15%)
 - Draft
 - Final
- In-class presentation (15%)

Letter grades will be assigned according to the following distribution (grades with + or – designator will be given at instructor discretion):

A 90-100, B 80-89, C 70-79, D 60-69, F 0-59.

Brightspace and Discord: This term we will be using Brightspace for class discussion. We may supplement our discussion tools with Discord.

Course Policies

Policy on Late Assignments: Assignments that are late without prior approval will have 20% deducted for the first week they are late. No assignment will be accepted more than one week late.

Since circumstances may intervene, preventing you from getting your work done some week, you are permitted one unscheduled late individual assignment, up to one week late, no questions asked. However, you must request this free-late in writing (via e-mail). Use it wisely.

These policies do not apply to the final project report. That deliverable is due on the date of the final exam. Following the same policy that exams will not be rescheduled, no late final reports will be accepted.

Participation: Full, regular attendance is expected of every student. If you must be absent, please send e-mail in advance explaining your absence.

The mode of delivery for this class is intended to be a combination of lectures and in-class discussion exercises. Often, students in the course will already be participating in research activities in UMaine laboratories and have relationships with advising professors. Discussions will focus on sharing the different approaches to research and publication endorsed by different labs and advisors. Guest speakers will be invited, and case studies will be presented. Your attendance is mandatory at guest lectures. Participation is an official component of your grade. As such, it will be monitored and recorded both explicitly and implicitly throughout the course.

Rescheduling work, exams: Quizzes will not be rescheduled, and you will not be able to retake exams without prior approval and authorization. For additional information, see the section below on Campus Policies.

Classroom deportment: This is a computer science professional development class. Group discussion and exchange of ideas is expected, and interactions can become heated and passionate. Civil behavior and professional courtesy are expected at all times. Repeated outbursts or class disruption can lead to an adjustment of an individual's grade or other disciplinary action. Inclusive, non-racist, non-sexist language is expected in class. For additional information, see the section below on Campus Policies.

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, 139 Rangeley Rd, 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. 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, Terry Yoo, 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 faculty or staff member who is deemed a “responsible employee” about sexual discrimination, they are 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**.

[Visit the Title IX Student Services website at umaine.edu/titleix/](http://umaine.edu/titleix/) for more information.

Course Schedule:

This is a tentative schedule for the term for this course. Deadlines are not expected to change. Reading assignments and lecture topics are subject to revision.

Week	Class	Date	Class	Assignments & Project	Reading
1	1	22-Jan	Lecture 1: Presentations	HW #1 assigned; HW #2 assigned	Thomas 2017; Naegle, 2021, 10 rules for effective slides; Doumont, 2013 (video), Creating effective slides
2	2	27-Jan	Lecture 2: Teaching	HW #1 due	Doumont, 2012 (video), Communicating science to non-scientists
	3	29-Jan	Lecture 3: Posters	HW #2 drafts due; HW #3 assigned	Briscoe, 1996, Posters
3	4	3-Feb	Lecture 4: Digital Communications	HW #2 reviews due; Final deliverable assigned	Siddiq, 2015, TEDDICS
	5	5-Feb	Lecture 5: Web and Social Media	HW #3 drafts due	Kind, 2015, Professional Guidelines for Social Media Use
4	6	10-Feb	Lecture 6: In class exercise - Presentations	HW #2 due	
	7	12-Feb	Lecture 7: In class exercise - Presentations	Final deliverable drafts due	
5		17-Feb	PRESIDENT'S DAY - No classes	HW #3 reviews due	
	8	19-Feb	Lecture 9: Video guest – Frederick P. Brooks: Design of Design This class to be held in Ferland 214	Final deliverable reviews due	Brooks, FP, Design of Design (transcript)
5+1		24-Feb	HW #3: Final class slide version	HW #3 due	
5+2		26-Feb	FINAL DELIVERABLE: Peer review results / poster drafts	Final written deliverable due	

There is no final exam for this course. The deadline to hand in work will be approximately one-week after the end of the scheduled class period.

COS - 505 - Graduate Seminar

Joint College Ownership - Graduate New Course Proposal Form - 2024/25 AY

General Catalog Information

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

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Syllabus* ☒ Attached

REASON FOR NEW COURSE*

With the retirement of SIE Prof. Max Egenhofer, SCIS no longer offered its required seminars, SIE 501 *Introduction to Graduate Research*, SIE 502 *Research Methods* and SIE 693 *Graduate Seminar*. In AY 2023-2024, SCIS initiated new courses under a COS designation to provide this instruction. This proposed course was offered in AY 2023-2024 and AY 2024-2025 as a COS 598 *Topics in Computer Science* course. It is being proposed to formally add it to the UMaine course catalog beginning in AY 2025-2026.

Department***Computing and Information Science****New Course: ***

New Course



Experimental (One time offering)

EFFECTIVE SEMESTER:**Semester*****Fall****Year*****2025****PROPOSED CATALOG DESCRIPTION:****Course Designator*****COS****Proposed Course #* 505****Course Type: *****Computer Science**

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). *

Grad Seminar

Long Course Title*

Graduate Seminar

Course Description: *

This course covers some practical aspects of graduate education including preparing for your oral examination, understanding grant and contract funding, the responsibilities and duties of a teaching assistant, and developing a relationship with your committee. In addition, the course covers promoting and explaining your research to both your peers as well as to a non-CS audience.

Prerequisites:COS 504 *Professional Research Communication 2* or permission of the 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: * 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: Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.
<https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation>. *

☐ Distance Synchronous Learning ☐ Hybrid/Blended ☐ Hyflex
☒ In-Person ☐ Online (Asynchronous)

(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)*

<input type="checkbox"/> Applied Music	<input type="checkbox"/> Clinical	<input type="checkbox"/> Field Experience	<input type="checkbox"/> Independent Study
<input type="checkbox"/> Laboratory	<input checked="" type="checkbox"/> Lecture	<input type="checkbox"/> Recitation	<input type="checkbox"/> Research
<input type="checkbox"/> Seminar	<input checked="" type="checkbox"/> Seminar		
<input type="checkbox"/> Simulation	<input type="checkbox"/> Studio	<input type="checkbox"/> Thesis	<input type="checkbox"/> Travel Course

When will this course typically be offered *

☐ Fall ☐ Summer ☒ Spring ☐ Alternating ☐ Variable

Text(s) Planned for Use* There is no required textbook for this class. All the slides used in class will be distributed through BrightSpace or its equivalent so that you can use them for reference.

Readings will be selected from books available online and articles published as part of technical literature. Video lectures will also be assigned as mandatory material.

Course Instructor* Terry Yoo, Associate Professor, SCIS, teaching load: 9 cr/academic-year

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

- ☐ Yes
☒ No

Proposed Resources: ☒ No. The academic unit will not request additional resources for the course
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?*
☐ 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 Spatial Computing (SIE) graduate programs have been consulted. Presently, they are using these seminars to fulfill requirements for their graduate students. Courses formerly known as SIE 501 Introduction to Graduate Research, SIE 502 Research Methods, and SIE 693 Graduate Seminar, are not presently offered. For the purposes of the SIE graduate programs, they are mapped to COS 503, COS 504, and COS 505. No concerns have been raised.

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.*

Offered annually. No overlap.

Fall 2025 – COS 505: Graduate Seminar

- Instructor:** Dr. Terry Yoo (terry.yoo@maine.edu)
Associate Professor of Computer Science
School of Computing and Information Science, UMaine
Boardman 325 (x1-4883)
- Office Hours:** Boardman 325, 10 AM – Noon, Mondays or by appointment.
Please make an appointment (even during scheduled hours if you can).
- Prerequisites:** You must have completed COS 504 *Professional Research Communication 2* or permission of the instructor.
- Classroom:** Ferland 236, Mo-We, 2:00-3:15 PM, February 24, 2025 through March 31, 2025.
- COVID-19:** All students attending classes on campus are required to respect current UMaine policies on social distancing and on the wearing of masks. This course is taught in person in a traditional synchronous lecture format.
- Text:** There is no required textbook for this class. All the slides used in class will be distributed through BrightSpace or its equivalent so that you can use them for reference.
- Readings will be selected from books available online and articles published as part of technical literature. Video lectures will also be assigned as mandatory material.
- Required reading or viewing of video should be completed BEFORE the assigned class for maximum benefit.
- Description:** This course covers some practical aspects of graduate education including preparing for your oral examination, understanding grant and contract funding, the responsibilities and duties of a teaching assistant, and developing a relationship with your committee. In addition, the course covers promoting and explaining your research to both your peers as well as to a non-CS audience.
- Credits:** 1 credit hour, as part of the sequence of professional practice seminars required to complete the PhD-CS curriculum.

Course Delivery Method

- Mode of Instruction:** In-person.
- Time Options:** Synchronous

Digital Services: Course content available via Brightspace.

Course Objectives

This is a required course in the sequence of professional practice seminars necessary to complete the PhD-CS curriculum.

The course will cover the expectations of the UMaine CS Graduate Program on such topics as oral examinations, dissertation proposals, the student's relationship with their committee, and the guidelines for teaching-assistantships. Students practice promotion and will have had their planned research concepts and work-in-progress evaluated by their peers. Students will have a practical exercise in grant proposal development.

Instructional Objectives – This course is intended to help students:

1. Design and plan new or explain current plans for research, scholarship, creative work, and/or software tools to contribute innovations to the field of Computer Science.
2. Evaluate limitations and results of scientific advances from the research literature.
3. Incorporate appropriate computer science research results, theoretical underpinnings, and best practices into classroom activities or projects.
4. Explain computer science results via presentations appropriate for the target audience.

Graduate Program Learning Outcomes – After completing the material in this course, students should acquire or develop the following knowledge, skills, and dispositions that address the following UMaine graduate program learning outcomes:

- GPL01: Understand, interpret, shape, and augment the knowledge base.
- GPL02: Share disciplinary expertise openly, effectively, and accurately.

Grading and Course Expectations

Grades will be assigned based on participation, homework, peer editing, presentations, and written assignments. The components of the grade are normalized to 100%.

- Participation (20%)
 - Individual involvement in class discussions
 - Feedback and review of in-class presentations
- Homework 1 (5%)
- Homework 2 – Promotional Pitches
 - Elevator pitch transcript (5%)
 - Presentation and review (5%)
- Homework 3 – Planning a grant proposal
 - Project summary (1 page) (10%)
 - Budget justification (10%)
 - Budget spreadsheet (5%)
- Notes, review of reverse seminar presentations (Final Deliverable) (25%)

- Reverse seminar presentation slides (15%)

Letter grades will be assigned according to the following distribution (grades with + or – designator will be given at instructor discretion):

A 90-100, B 80-89, C 70-79, D 60-69, F 0-59.

Brightspace and Discord: This term we will be using Brightspace for class discussion. We may supplement our discussion tools with Discord.

Course Policies

Policy on Late Assignments: Assignments that are late without prior approval will have 20% deducted for the first week they are late. No assignment will be accepted more than one week late.

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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, 139 Rangeley Rd, 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. 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, Terry Yoo, 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 faculty or staff member who is deemed a “responsible employee” about sexual discrimination, they are 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.**

[Visit the Title IX Student Services website at umaine.edu/titleix/ for more information.](http://umaine.edu/titleix/)

Tentative Schedule

Week	Class	Date	Class	Assignments & Project	Reading
1	1	24-Feb	Lecture 1: The nature of graduate education; Writing a research statement; Your advisor, committee, and timeline	HW #1 assigned	How to Write a Research Plan (Austin) Writing a Hypothesis (Grammarly); UMaine Grad Curricula
	2	26-Feb	Lecture 2: Begging for Money	HW #2 assigned	
2	3	3-Mar	Lecture 3: Guest speaker - Renee Kelly: Promotional Pitches	HW #1 due	NSF Computer and Information Science and Engineering (CISE): Core Programs PROGRAM SOLICITATION NSF 23-561
	4	5-Mar	Lecture 4: Grants - Budgets	HW #3 assigned	NSF MLAAM-NRT Proposal (Yoo)
3	5	10-Mar	Lecture 5: Reverse presentation preparation – in class exercise		
	6	12-Mar	Lecture 6: Promotional Pitches – in-class exercise	HW #2 due	UMaine TA Handbook
3		17-Mar	SPRING BREAK		
		19-Mar	SPRING BREAK		
4	7	24-Mar	Lecture 7: Teaching Assistantships		
	8	26-Mar	Lecture 8: In class exercise - Reverse Presentations		
5	9	31-Mar	Lecture 9: Ante mortem, Preparing for your comprehensive exams	HW #3 due	
5 + 1		7-Apr	FINAL DELIVERABLE: Reverse presentation slides, reviews	Final written deliverable due	

There is no final exam for this course. The deadline to hand in work will be approximately one-week after the end of the scheduled class period.

COS - 506 - Research Methods

Joint College Ownership - Graduate New Course Proposal Form - 2024/25 AY

General Catalog Information

Joint College Ownership Graduate New Course Proposal Form

***** USE THE FORM ONLY WHEN THE NEW COURSE BEING PROPOSED WILL HAVE JOINT OWNERSHIP BETWEEN DIFFERENT COLLEGES *****

****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.

For assistance in completing this form or if you have any questions, email 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.

[\[https://umaine.edu/graduate/facultystaff-resources/curriculum-committee/\]](https://umaine.edu/graduate/facultystaff-resources/curriculum-committee/)

Syllabus* ☒ Attached

REASON FOR NEW COURSE*

With the retirement of SIE Prof. Max Egenhofer, SCIS no longer offered its required seminars, SIE 501 Introduction to Graduate Research, SIE 502 Research Methods and SIE 693 Graduate Seminar. In AY 2023-2024, SCIS initiated new courses under a COS designation to provide this instruction. This proposed course was offered in AY 2023-2024 and AY 2024-2025 as a COS 598 Topics in Computer Science course. It is being proposed to formally add it to the UMaine course catalog beginning in AY 2025-2026.

Department*

Computing and Information Science

New Course: *

New Course



Experimental (One time offering)

EFFECTIVE SEMESTER:**Semester***

Fall

Year*

2025

PROPOSED CATALOG DESCRIPTION:**Course Designator***

COS

Proposed Course #* 506

Course Type: *

Computer Science

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). *

Research Methods

Long Course Title*

Research Methods

Course Description: *

This course will investigate manuscript design, layout and editing, not as a hypothetical exercise or general advice in professional writing, but as a specific analysis and review of the work of individual students. Students will explore all stages of the development of a professional manuscript from selection of the journal or conference, addressing the specific expected audience, and rewriting and revising the narrative and text with guided supervision.

Prerequisites:

COS 505 *Graduate Seminar* or permission of the 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: * 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>. *

(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* There is no required textbook for this class. All the slides used in class will be distributed through BrightSpace or its equivalent so that you can use them for reference.

Readings will be selected from books available online and articles published as part of technical literature. Video lectures will also be assigned as mandatory material.

Course Instructor* Terry Yoo, Associate Professor, SCIS, teaching load: 9 cr/academic-year

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

- ☐ Yes
☒ No

Proposed Resources: ☒ No. The academic unit will not request additional resources for the course
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?*
☐ 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.*

Offered annually, no overlap

Fall 2025 – COS 506: Research Methods

- Instructor:** Dr. Terry Yoo (terry.yoo@maine.edu)
Associate Professor of Computer Science
School of Computing and Information Science, UMaine
Boardman 325 (x1-4883)
- Office Hours:** Boardman 325, 11 AM – Noon, Mondays, 10 – 11 AM Wednesdays
Or by appointment.
Please make an appointment (even during scheduled hours if you can).
- Prerequisites:** You must have completed COS 505 *Graduate Seminar* or permission of the instructor.
- Classroom:** Ferland 236, Mo-We, 2:00-3:15 PM, April 2, 2025 through April 30, 2025.
- COVID-19:** All students attending classes on campus are required to respect current UMaine policies on social distancing and on the wearing of masks. This course is taught in person in a traditional synchronous lecture format.
- Text:** There is no required textbook for this class. All the slides used in class will be distributed through BrightSpace or its equivalent so that you can use them for reference.
- Readings will be selected from books available online and articles published as part of technical literature. Video lectures will also be assigned as mandatory material.
- Required reading or viewing of video should be completed BEFORE the assigned class for maximum benefit.
- Description:** This course will investigate manuscript design, layout and editing, not as a hypothetical exercise or general advice in professional writing, but as a specific analysis and review of the work of individual students. Students will explore all stages of the development of a professional manuscript from selection of the journal or conference, addressing the specific expected audience, and rewriting and revising the narrative and text with guided supervision.
- Credits:** 1 credit hour

Course Delivery Method

- Mode of Instruction:** In-person.
- Time Options:** Synchronous

Digital Services: Course content available via Brightspace, Kaltura, and possibly Discord.

Course Objectives

This seminar is designed for skills development of students who are completing their first substantial manuscript for publication.

Students will learn to craft and polish their technical writing for submission to peer reviewed journals or conferences. Discussions will be organized for peer editing. Research advisors for the student work are invited to collaborate directly with the instructor to help craft and improve the manuscript. Students are also expected to present their research materials at the UMaine Student Symposium.

When not focusing on developing the student manuscripts, additional lecture material will include topics on ethics in computer and information science research, career development, and exploring present trends in computer science.

Instructional Objectives – This course is intended to help students:

1. Incorporate appropriate computer science research results, theoretical underpinnings, and best practices into classroom activities or projects.
2. Explain computer science results via presentations appropriate for the target audience.

Graduate Program Learning Outcomes – After completing the material in this course, students should acquire or develop the following knowledge, skills, and dispositions that address the following UMaine graduate program learning outcomes:

- GPLO2: Share disciplinary expertise openly, effectively, and accurately.
- GPLO3: Demonstrate responsible and ethical practice.

Grading and Course Expectations

Grades will be assigned based on participation, homework, peer editing, regular progress reports, and project artifacts (midpoint manuscript draft, final manuscript). The components of the grade are normalized to 100%.

- Participation (25%)
 - Individual involvement in class discussions
- Poster preparation and presentation at the UMaine Student Symposium (15%)
- Research manuscript rough draft (20%)
- Research manuscript (Final Deliverable) (40%)

Letter grades will be assigned according to the following distribution (grades with + or – designator will be given at instructor discretion):

A 90-100, B 80-89, C 70-79, D 60-69, F 0-59.

Brightspace and Discord: This term we will be using Brightspace for class discussion. We may supplement our discussion tools with Discord.

Course Policies

Policy on Late Assignments: Assignments that are late without prior approval will have 20% deducted for the first week they are late. No assignment will be accepted more than one week late.

Since circumstances may intervene, preventing you from getting your work done some week, you are permitted one unscheduled late individual assignment, up to one week late, no questions asked. However, you must request this free-late in writing (via e-mail). Use it wisely.

These policies do not apply to the final project report. That deliverable is due on the date of the final exam. Following the same policy that exams will not be rescheduled, no late final reports will be accepted.

Participation: Full, regular attendance is expected of every student. If you must be absent, please send e-mail in advance explaining your absence.

The mode of delivery for this class is intended to be a combination of lectures and in-class discussion exercises. Often, students in the course will already be participating in research activities in UMaine laboratories and have relationships with advising professors. Discussions will focus on sharing the different approaches to research and publication endorsed by different labs and advisors. Guest speakers will be invited, and case studies will be presented. Your attendance is mandatory at guest lectures. Participation is an official component of your grade. As such, it will be monitored and recorded both explicitly and implicitly throughout the course.

Rescheduling work, exams: Quizzes will not be rescheduled, and you will not be able to retake exams without prior approval and authorization. For additional information, see the section below on Campus Policies.

Classroom deportment: This is a computer science professional development class. Group discussion and exchange of ideas is expected, and interactions can become heated and passionate. Civil behavior and professional courtesy are expected at all times. Repeated outbursts or class disruption can lead to an adjustment of an individual's grade or other disciplinary action. Inclusive, non-racist, non-sexist language is expected in class. For additional information, see the section below on Campus Policies.

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.

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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.

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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 faculty or staff member who is deemed a "responsible employee" about sexual discrimination, they are 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:

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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.**

[Visit the Title IX Student Services website at \[umaine.edu/titleix/\]\(https://umaine.edu/titleix/\) for more information.](https://umaine.edu/titleix/)

Tentative Schedule

Week	Class	Date	Class	Assignments & Project	Reading
1	1	2-Apr	Seminar – Orientation, Scheduling, and Entrepreneurship	Research posters due, Apr. 4	
2	2	7-Apr	Individual Advising Meetings		
	3	9-Apr	Seminar – Computer Science as an Academic Discipline		Roberts, 2016, A history of capacity challenges in CS
3	4	14-Apr	Individual Advising Meetings		Rogaway, 2015, The moral character of cryptographic work.
	5	16-Apr	Seminar – Research Ethics in CIS	Research manuscript rough draft due.	Gupta, 2023, From ChatGPT to ThreatGPT
		18-Apr	UMaine Student Symposium		
4	6	21-Apr	Individual Advising Meetings		Saffo, 2007, Six rules for effective forecasting
	7	23-Apr	Seminar – Predicting the Future		Rees, 2021, The History of Predicting the Future
5	8	28-Apr	Individual Advising Meetings		
	9	30-Apr	Seminar – Careers: Where do you want to go?		
6+1		8-May	FINAL DELIVERABLE: Manuscript draft	Final written deliverable due	

There is no final exam for this course. Draft manuscripts will be instead required at the end of the regularly scheduled exam period.

COS - 522 - Interdisciplinary Learning and Design with Computing

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.

For assistance in completing this form or if you have any questions, email 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 applications breadth elective course for program requirements

Department*

New Course: * ☒ New Course ☐ Experimental (One time offering)

EFFECTIVE SEMESTER:

Semester*

Spring

Year*

2026

PROPOSED CATALOG DESCRIPTION:

Course Designator*

COS

Proposed Course #* 522

Course Type: *

Computer Science

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). *

Learning with Computing

Long Course Title* Interdisciplinary Learning and Design with Computing

Course Description: *

This course is designed to foster a learner-centered community of learning and practice around the themes of design, learning, and computing. This course has three basic goals: 1) learn a critical reflective process for learning and facilitating learning as part of a community (for example, as you will after university), 2) learn and do design: imagine your future and desirable futures for your communities, within a systems and ecological perspective, and 3) learn to improve your improvement process individually and in teams by applying computing ideas and tools such as generative AI. Learners will form teams, set authentic learning and personal goals, and work towards those goals, facilitated by the instructor and each other.

Prerequisites:

COS420 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:
Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.

☐ Distance Synchronous Learning ☐ Hybrid/Blended ☐ Hyflex ☒ 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 *

The readings from the course are a combination of textbook chapters and academic papers, including works by/in:

- 1) Douglas Engelbart
- 2) Alan Kay
- 3) Guzdial Learner-centered design of computing
- 4) Knowles Self-directed Learning
- 5) Learning Science
- 6) Readings and activities by the instructor
- 7) Recent papers in the field

Course Instructor *

Greg Nelson, Assistant Professor, Teaching load 2-1

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

☐ Yes
☒ No

Proposed Resources: ☒ No. The academic unit will not request additional resources for the course ☐ Yes
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? *

Units Affected: What other academic units are affected (e.g. course overlap, prerequisites)? Have the affected units been consulted? Any concerns expressed? Please explain. * None

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. * None

COS 522: Interdisciplinary Learning and Design with Computing

Course Information

This course is designed to foster a learner-centered community of learning and practice around the themes of design, learning, and computing. This course has three basic goals: 1) learn a critical reflective process for learning and facilitating learning as part of a community (for example, as you will after university), 2) learn and do design: imagine your future and desirable futures for your communities, within a systems and ecological perspective, and 3) learn to improve your improvement process individually and in teams by applying computing ideas and tools such as generative AI. Learners will form teams, set authentic learning and personal goals, and work towards those goals, facilitated by the instructor and each other.

3 Credit Hours.

Prerequisites: COS420 or permission of instructor

Faculty Information

Instructor: Dr. Gregory Nelson, Assistant Professor (Dr. Greg)

Email: gregory.nelson@maine.edu

Office Hours: MWF 10 minutes after each class; M Th Fri 5-6pm [on Zoom](#) and [By Appointment](#)

(No Teaching Assistants)

Course Description

This course is designed to foster a learner-centered community of learning and practice around the themes of learning, computing, and sustainability. This course exists at the overlap between these truths:

1. **Learning is important**, and learning about how you learn and how to facilitate learning can help you understand, communicate and collaborate better throughout your whole life.
2. **Computing is important**; computing can be a powerful tool for learning, collaborating, and evolving solutions to problems, particularly when one defines the underlying problems using a systems and ecological perspective.
3. **Design is important** and relevant for all people and communities for continued thriving and existence. Working to understand, integrate, and solve design challenges can provide progress, resources/jobs/income, meaning, and well-being for yourself and your communities.
4. **Learning to learn outside an academic setting is important**; when you graduate, for the rest of your life, you will mostly learn outside of classes, without instructors, grades, syllabi, or assignments, learning based on your own goals and values and those of your communities.

Many classes you've taken do not integrate (or acknowledge) this fourth truth, so this class will be organized very differently; after learning foundational material in the first three weeks of class, you will be supported to choose the goals you want to work towards and learn for in the class (individually and as part of the class community). This syllabus will describe that in more detail below, but the basic idea is for 50% of the class you will form teams, set authentic learning and personal goals, and work towards those goals, facilitated by the instructor and each other. This style of class is in contrast to today's typical classroom culture where the instructor designs all the learning goals, topics, readings, and assignments in the class. This class will still have those, the instructor will put in a minimum of ten hours a week on this class, and you should plan on ~4 hours a week of learning, design, and research outside of class time.

Learning Goals

Here are some of the overall goals we had in mind while designing this course, which you might include in your goals:

1. Imagine possible futures for an authentic, meaningful, and sustainable life within your communities
2. Reflect on and refine your assumptions and perspective
3. Develop as an authentic to yourself learner in community
4. Develop basic knowledge about learning, design, and computing
5. Apply design and computing to help your communities, your family, and yourself to achieve design goals
6. Understand career opportunities in computing
7. Connect with and participate in local Maine communities and global communities working to build a sustainable and better future

Here are some of the skills we had in mind while designing this course, which you might include in your goals:

1. Collaborative learning within a community, such as creating goals, plans, reflecting on the learning process, and improving the learning process.
2. Collaboratively making learning artifacts for problem definition, solution space, and community-building and resource gathering for evolving solutions.
3. Seeking help from your communities and navigating barriers such as shame, fear, anxiety, and self-doubt
4. Being in a community and helping your community better understand design problems
5. Finding and engaging with mentors and navigating mentorship relationships
6. Familiarity with arguments and data around design challenges
7. Frame, define, analyze, compare, and evaluate situations/problems from a systems and ecological perspective
8. Frame, define, analyze, compare, and evaluate possible solutions for problems

Course Structure

Weeks 1 to 3:

We've designed this class to start more like a traditional class, in order to 1) share some basic knowledge about learning, design, and computing, 2) propose and try out a step-by-step learning process we can choose to use throughout the rest of the course, and 3) ease into this different kind of class gradually, and build trust with each other.

Here's the initial version of our class's critical reflective learning process, which we will build up in small parts over Week 1 to 3. Guidance for how to do each step will be laid out in a separate document and covered in assignments during Week 1 to 3. In Week 4 we will do our first full week using it. Here is that weekly learning process (each week will be called a *sprint*):

1. Set your learning goals for the week and a rubric for evaluating your learning for the week (we will provide examples/templates here which you can adapt if you wish). At the end of the week, you will evaluate your progress based on your goals and rubric, and your teammates' progress based on their goals and rubric
2. Create a detailed plan for how you will learn. This may include learning with others who have similar learning goals/interests. Your plan might include reading, organizing activities such as discussions or design activities with others, writing contributions to the class knowledgebase, writing software, building relationships inside or outside of class with your communities, making posts/asking for help via online communities, etc
3. Follow your plan for the week.
4. During the week, meet with a team of students to reflect, get feedback and encouragement, and hold yourself accountable to your plan
5. Present a summary of what you have learned
6. Evaluate your learning and goal progress, and evaluate each teammate's progress against their goals using their rubric
7. Get feedback from your learning mentors (such as the instructor)
8. Reflect and propose improvements to this learning process and rubrics/guidelines
9. Repeat the process for the following week

You can look at the course schedule to see the readings and assignments for Weeks 1 to 3; the general pattern is to do some reading and reading discussion and reflection outside of class in Week 1, then continue doing so in Week 2 and 3 while

also adding an assignment for steps of our learning process. Week 2 will add an assignment to keep a learning journal where you make a learning plan, follow and adapt that plan, keep good notes, and reflect on what worked well and what might be improved. Week 3 will add an assignment to 1) enter your learning plan into an online task management system, and 2) meet throughout the week with a small team of 2-3 other people in the class for encouragement, accountability for following your learning plan, and reflection. The reading assignments will be posted on the syllabus at least 48 hours before they are due, and other assignments will be posted at least a week before they are due.

These first three weeks will also have class activities to help us develop the trust needed for everyone to feel comfortable exercising choice/agency in the class, especially given the strong hierarchical environment in most prior classes. You will probably find adapting to this kind of class a bit uncomfortable because it is unfamiliar; you and/or others in the class also probably have some prior negative experiences when instructors or others with power have given you space for choice but you've discovered hidden expectations or negative consequences from those choices. There will also be a tension between learning more efficiently using more instructor guidance now in the class, versus learning and practicing long-term learning skills that you'll keep using throughout your life.

Weeks 4 to 15:

Starting in Week 4, we'll shift more into you directing your learning using the process outlined above, by either collaborating with your small team on shared learning goals, or just meeting to 1) help you stay accountable to your learning and personal goals, and 2) reflect on your learning process and improve your learning process. This will mirror how research labs operate and also how agile software development happens in industry; beyond the material you learn directly in this class, you'll also learn process and task management skills applicable to those contexts which may help with your future career.

Thus, as the class progresses, the class community will increasingly co-design the class (instructor and students). Class period time will be a combination of, for example, 1) learning activities led by the instructor and/or students who volunteer or wish to lead learning activities, 2) individual and group project work time, 3) group reflection and discussion on learning and improving our learning process. This will help develop your skills to set goals, make plans, collaborate, and facilitate

and design learning experiences, via practice, feedback, and reflection, as individuals and within a learning community.

At this point in the course, you may ask the instructor to, based on your learning goals and personal goals, share potential learning activities (for example, readings, asking questions online or with mentors, participating in existing communities, going through a design process to 1) frame a situation/problem, 2) understand potential solutions, and 3) propose a solution / raise resources, etc).

There will also be class activity preparation and reading activities reading given by the instructor, which we will ask you to read and engage with by participating in an online discussion about it, in the NB tool or in another format (which you will learn how to use in Reading Assignment 1. NB basically makes a PDF for the reading into a Google Document where everyone can highlight, comment, and respond to each other).

Grading:

The grading policy in this course is designed to give you choice/agency and involve you as a partner. You'll have choice/agency in the grading process by being able to customize/change the rubrics used to evaluate your progress towards learning, personal, and design goals and to evaluate your learning and reflection. (The grading policy and rubrics are also subject to the Course Improvement Policy from before. In case you are concerned, that is not some backdoor way to arbitrarily change the grading policy by the instructor.)

10% Class participation (instructor evaluation)

15% Reading assignments (instructor evaluation)

15% Improving your learning process, and encouragement, accountability, and reflection team participation (50% self and 50% peer evaluation)

15% Learning journal (60% self-evaluation, also peer and instructor/mentor evaluation using rubrics)

45% Individual or Team Project

These are challenging times for everyone, in different ways; I expect sickness, childcare and other family burdens, and more. Aim for the deadlines posted in this syllabus, individually, and as a team. The default late policy is that you have 10 late days to use throughout the semester. You may suggest a different late policy but it needs to balance accountability and flexibility.

Every assignment submission is only through Brightspace in a digital format. Submissions via email or in person will be marked as 0. If you encounter any problems with Brightspace, it is your own duty to inform the instructor **in a timely manner, before your due date**. Brightspace problems can't be used as an excuse for late submission.

Grading scale for the final grade:

Letter Grades Numerical Range	
A	95 – 100
A-	90 – 94.99
B+	87 – 89.99
B	84 – 86.99
B-	80 – 83.99
C+	77 – 79.99
C	74 – 76.99
C-	70 – 73.99
D+	67 – 69.99
D	64 – 66.99
D-	60 – 63.99
F	0 – 59.99

This scale may be curved to raise student grades at the instructor's discretion.

Individual or Team Project (Research/Action/Design)

In the individual or team project, you're going to choose learning goals and we'll help you achieve them and hold you accountable to working towards those goals. The outcome of the project work will be some artifact that expresses what you've learned or is designed to achieve some goal (e.g. a piece of software you designed or built, a learning activity/artifact for a class or informal environment, etc). The grading of the project will be incremental and you will get at least bi-weekly feedback on your progress. The project grading will also be subject to the Grading

policy on customizing/changing the rubrics used to evaluate your progress. More details on this assignment are released for feedback in Week 2 for the class to participate in designing the assignment in more detail.

Course Improvement Policy and Norms

The goals of this course include thinking about how to improve your learning and your learning environment. Thus, we welcome proposals for improving the course, before or after Week 4.

Basically the policy is “make a proposal you think is genuinely better, explain why, and explain how you will evaluate/reflect on how well it worked”. Anyone can propose changes to the learning process, course schedule, rubrics, assignments, grading, etc, for themselves or the class as a whole. We will share, discuss, and edit this change process during Week 4, and will then update this part of the syllabus with that process/policy.

Required Course Materials

You do not have to purchase any textbooks or access to online materials for this class.

Academic Conduct:

Here is how I expect you to behave in this class:

- **Respect each other's humanity.** We all have lives, struggles, fears, and goals. You're more than a student, I'm more than a professor, and your classmates are more than classmates. Start every conversation remembering that.
- **Respect each other's differences.** Learning and Technology is for people and people are different: learn about each other's different perspectives, experiences, and ideas.
- **Focus on learning, not grades.** Having knowledge and skills is what gets you into majors, internships, jobs, and graduate school. Grades are imprecise, narrow measures of what you know and can do, so if you optimize for them instead of skills, you'll end up with narrow knowledge and skills.

- **Be resourceful.** Ask questions, ask for help, and seek expertise. It can be scary to admit you need help, but I expect that you need help. That's how learning happens.
- **Be confident.** Even if you don't believe you can learn something, I believe you can. It just takes the right instruction, the right practice, and the right feedback. Most of those are my job, so if you're struggling, it's probably my fault.
- **Be demanding.** I want this course to be great. If you don't like how it's going, give me feedback. The only way I can make it better is if you tell me what's wrong or not working for you or others.
- **Be skeptical.** If you don't believe something I say, demand evidence or a better argument. If you hear about some exciting new technology, probe closely to understand its true merits.
- **Be constructive.** Don't just critique ideas; use your knowledge of their limitations to make them better. This is especially important when you collaborate with other people.
- **Don't deceive.** Tell the truth, even if it's hard to share. You didn't do your homework? Admit it, and let's find a way for you to get future assignments done on time. You don't understand something? Admit it, and let's help you understand it. You don't want to learn something? Admit, and let's find a way to make it more interesting to you.

I expect you to follow all of these class norms and help enforce them as a community.

These class norms also have some important implications.

- **If you cannot easily access material because of a disability,** let me know, because that is a failure to respect the broad diversity of abilities that people have, whether you're different in physical, mental, or learning ways.
- **If you have a concern about a teammate or classmate not following the norms above,** raise it with me.
- **Do not plagiarize,** as that puts grades before learning and deceives. If you commit any of the following forms of plagiarism in this class, I will use my discretion to either give you no credit for an assignment or in some cases, for the entire class.
 - Copying content you did not author and presenting it as your own.

- Copying content and tweaking it to seem like your own, even though it's the same ideas.
- Reusing content you wrote previously, but presenting it as original.
- Citing sources as evidence, even when those sources do not present such evidence.
- Copying someone's answer on a test rather than arriving at the answer yourself.

In addition to these rules, the university also has [student codes of conduct](#). If you violate any of these, I will escalate the issue to the appropriate authority.

Since you may be writing code in this class, how do the rules above relate to code reuse? The plagiarism rules for this class are consistent with norms in the software industry and U.S. copyright law, which, by default, gives all rights to the creator; licenses "carve out" rights for users from the default of no rights. That means you can reuse code liberally within the bounds of the rights granted by licenses. Read its license and make sure you have permission to use it; if you can't find a license, you don't have permission.

Course Schedule:

The table (below) provides the initial distribution of topics discussed over the weeks in the semester. **This schedule is tentative and subject to class discussion, to adapt the schedule to the goals of class participants.** All changes will be announced in class and by email. Students are responsible for making sure they are informed about announcements.

Week	Class (MWF)	Activity	Assignment Due Before Class on This Date	Assignment to Students
	Jan 17	Class introductions; syllabus review		
	Jan 19	Theories of learning at different scales	Reading and Activity Prep (always due 10:30am before)	

			class)	
	Jan 22	Theories of learning at different scales	Reading and Activity Prep	
	Jan 24	Learning within communities; starting a learning journal	Reading and Activity Prep	
	Jan 26	Planning Process; Learning Journal Start <i>Learning Journal</i>	Reading and Activity Prep	
	Jan 29	Planning; Learning Journal	Reading and Activity Prep	<i>Learning Journal</i>
	Jan 31	Agile learning process in teams; imagining design futures Start <i>Learning plan & EAR team meeting</i>	Reading and Activity Prep	<i>Learning plan & EAR team meeting</i>
	Feb 2	EAR team activity planning	Reading and Activity Prep Learning Journal Warm-up Learning plan & EAR team meeting	
	Feb 5	EAR team progress reflection and help-seeking	Reading and Activity Prep	<i>Assignment Learning Sprint 1</i>

	Feb 7	Report out from EAR Team “Practice Run” Feb 1-8 Reflecting on our learning Improving our learning process <i>Start Assignment Learning Sprint 1</i>	Learning Journal for Week 3 EAR Team Practice Run	<i>Learning Journal</i>
	Feb 9	Practice with rubrics and challenges	Reading and Activity Prep	
	Feb 12	Changing behavior with the Fogg behavior change model	Reading and Activity Prep	
	Feb 14	Report out from Learning Sprint 1 Reflecting on our learning Improving our learning process	Assignment Learning Sprint for previous week Learning Journal	<i>Start Assignment Learning Sprint 2</i>
	Feb 16	Computing history, cultures, and goals	Reading and Activity Prep	
	Feb 19	No class, President’s Day		
	Feb 21	Report out from Learning Sprint 2 Reflecting on our learning Improving our learning process Participatory design applied to this course	Assignment Learning Sprint Learning Journal	<i>Next learning sprint Learning Journal</i>

	Feb 23	Computing history and cultures: Douglas Engelbart and improving our improvement process	Reading and Activity Prep	
	Feb 26	Making improving improving plans	Reading and Activity Prep	
	Feb 28	Report out from Learning Sprint Reflecting on our learning Improving our learning process Participatory design applied to this course	Assignment Learning Sprint Learning Journal	<i>Next learning sprint</i> <i>Learning Journal</i>
	Mar 1	Review progress on improving improving, challenges, and your goal-setting	Reading and Activity Prep	
	Mar 4	Forming shared learning goal affinity groups	Reading and Activity Prep	
	Mar 6	Report out from Learning Sprint Reflecting on our learning Improving our learning process Participatory design applied to this course	Assignment Learning Sprint Learning Journal	<i>Next learning sprint</i> <i>Learning Journal</i>
	Mar 8	Generative AI prompt engineering for helping with learning	Reading and Activity Prep	
	Mar 11-17	Spring Break		
	Mar 18	Generative AI prompt engineering for helping with learning and improving	(No reading over break)	

		improving		
	Mar 20	Reflection on break and individual class reflections	Assignment Learning Sprint Learning Journal	Next learning sprint Learning Journal
	Mar 22	Using generative AI for improving improving	Reading and Activity Prep	
	Mar 25	Evaluating improving improving at the team level	Reading and Activity Prep	
	Mar 27	Report out from Learning Sprint Reflecting on our learning Improving our learning process	Assignment Learning Sprint Learning Journal	Next learning sprint Learning Journal
	Mar 29	Using the DEAL framework for reflection		
	Apr 1	Final Reflection Assignment Feedback and Review	Reading and Activity Prep	
	Apr 3	Report out from Learning Sprint Reflecting on our learning Improving our learning process	Assignment Learning Sprint Learning Journal	Next learning sprint Learning Journal
	Apr 5	Agents and workflows with generative AI: Chainforge and agent frameworks	Reading and Activity Prep	
	Apr 8	(Class decides topic with instructor) Graduate students present late-breaking work	Reading and Activity Prep	
	Apr 10	Report out from Learning Sprint	Assignment Learning Sprint	Next learning sprint

		Reflecting on our learning Improving our learning process	Learning Journal	<i>Learning Journal</i>
	Apr 12	(Class decides topic with instructor) Graduate students present late-breaking work		
	Apr 15	(Class decides topic with instructor) Graduate students present late-breaking work	Reading and Activity Prep	
	Apr 17	Report out from Learning Sprint Reflecting on our learning Improving our learning process	Assignment Learning Sprint Learning Journal	<i>Next learning sprint</i> <i>Learning Journal</i> Presentation/Demo
	Apr 19	Final Reflection work as a class		
	Apr 22	Final Reflection work as a class Feedback on reflections from your EAR team	Project Presentation/Demo	
	Apr 24	Final Reflection work as a class (Potential feedback on reflections from your EAR team)	Learning Journal	
	Apr 26	Final Reflection work as a class	Final Reflection Assignment	

Course Policies

UMaine Student Code of Conduct:

All students are expected to conform to [the UMaine Student Code of Conduct](#), and the Academic Conduct section above.

Classroom Civility:

Civility should be conveyed to all others through courteous expression, politeness, esteem and regard for others, and a general respect for others, regardless of differences from self.

Inclusive and Non-Sexist Language:

The University of Maine, as an equal opportunity educational institution, is committed to both academic freedom and the fair treatment of all individuals. It therefore discourages the use of sexist language. Language that reinforces sexism can arise from imprecise word choices that may be interpreted as biased, discriminatory, or demeaning even if they are not intended to be. Accordingly, all University communications, whether delivered orally or in writing, shall be free of sexist language.

This policy shall apply to all future University publications, whether produced through Public Affairs or elsewhere, that are intended for distribution to students, parents, faculty, staff, or other people interested in the University of Maine. University publications shall include, but not necessarily be limited to: University printing office publications; promotional materials distributed by all units of the University both academic and nonacademic; and policy booklets prepared for students and faculty. Inventory on hand of existing publications may be used until exhausted or a publication is revised.

Each member of the University community is urged to be sensitive to the impact of language and to make a personal commitment to eliminate sexist language. Supervisory personnel have a particular responsibility to discuss this policy with faculty and staff and to make available to them guidelines on nonsexist language. Guidelines of the American Psychological Association on the use of nonsexist language provide direction and are recommended because they are brief and list

examples, but others may be used. Consult the Communications and Marketing Department or [Women's Gender and Sexuality Studies Program](#) for alternatives.

Campus Services

From the UMaine Writing Center:

It's a smart idea to register an account with UMaine's [Writing Center](#). You'll compose many documents in your studies that will require revision, analytical inquiry, and research. By registering an account with UMaine's [Writing Center](#) **you'll get free one-on-one support for all your writing, speech, and document design projects.** Our peer-tutors are professional undergraduate and graduate students, trained in critical reading, writing and research. They provide one-on-one consultations in writing, public speaking, document design, and navigating UMaine's research databases. Schedule with the Writing Center for your course assignments or unrelated projects (resumes, creative personal projects, scholarships, grants etc.). See our tutor's specializations and web portfolios in our "[About the Consultants](#)" page. **In-Person & Online, Days, Nights, Weekends**

Life is complicated. If something affects you and/or your learning in class (e.g., visible and invisible disabilities, personal challenges, class design), please let us know as soon as possible so that we can discuss and design strategies for inclusion and success together. Listed below are some commonly used student success resources on campus. If you don't see a resource that fits your needs or if you are uncertain about how to seek support, please contact me and we can discuss options and outreach.

Other Academic Support Resources

- Student Accessibility Services
- Tutoring
- Writing Center
- Fogler Library
- Health and Wellness Resources
- Counseling Center

- Mind Spa
- Cutler
- Campus Community and Diversity Resources
- Multicultural Center
- Wilson Center

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, 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, located at the Center for Accessibility and Volunteer Engagement at the UCU, 139 Rangeley Rd, 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.symphlicity.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 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 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: 207-581-1406**, **University of Maine Police: 207-581-4040** or **911**.

[Visit the Title IX Student Services website at umaine.edu/titleix/](http://umaine.edu/titleix/) for more information. Also, see [Student Wellness Resource Center](#).

COS - 590 - Computers, Ethics, and Society

2024/25 - Joint College Ownership - Undergraduate/Graduate Cross Listing New Course Proposal

General Catalog Information

Joint College Ownership Undergraduate/Graduate Cross Listing New Course Proposal Form

**** USE THE FORM ONLY WHEN THE NEW COURSE BEING PROPOSED TO BE CROSS LISTED WILL HAVE JOINT OWNERSHIP BETWEEN DIFFERENT COLLEGES ****

****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 <https://umaine.edu/provost/faculty-staff-resources/syllabus-guidelines-for-faculty/>.

For assistance in completing this form or if you have any questions, email um.catalog@maine.edu.

New Course Career
Offering* ☐ Undergraduate
☒ 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)

NEW COURSE: * ☒ New Course

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

REASON FOR NEW COURSE: * Offering (additional) computer ethics course for grad students

Department: *

EFFECTIVE SEMESTER:

Semester: *

Year: *

PROPOSED CATALOG DESCRIPTION:

Course Designator: *

Proposed Course #: * 590

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

Long Course Title: * Computers, Ethics, and Society

Course Description: * Consideration of human and social consequences of technological development and application of computers, ethical questions of computer use, professional ethics. COS 590 and COS 490 cannot both be taken for credit.

Prerequisites:

Corequisites:

**** 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? ☐ Yes
(If you answered ☒ No
yes, please contact
the Division of
Lifelong Learning as
soon as possible for
approval:
<https://dll.umaine.edu>)*

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.**

(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* Textbook 'Engineering and Computer Ethics' by Dr. Manuel Woersdoerfer

COURSE INSTRUCTOR* Dr. Manuel Woersdoerfer

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



Computers, Ethics, and Society (COS 590)

Fall 2025

Instructor: Dr. Manuel Wörsdörfer, Assistant Professor, Maine Business School/School of Computing and Information Science & Associate Member of UMaine's Climate Change Institute.

E-mail: manuel.woersdoerfer@maine.edu.

Office: DPC 319.

Office Hours: Mondays & Wednesdays, 12:30-2 pm (DPC 319) and by appointment (Zoom).

ABOUT THE INSTRUCTOR:

Dr. Wörsdörfer is an assistant professor at the Maine Business School and School of Computing and Information Science and an associate member of the Climate Change Institute at the University of Maine. Before joining UMaine, he was an instructor at the Murdough Center for Engineering Professionalism and a member of the Climate Science Center at Texas Tech University, as well as a postdoctoral research fellow at the Cluster of Excellence 'The Formation of Normative Orders' and a member of the Centre for Business Ethics at Goethe University Frankfurt. He also worked as a visiting research fellow at Beijing University, Carnegie Mellon University, University of Toronto, and York University. Manuel's current research focuses on business and human rights, AI ethics, big tech and antitrust, and climate finance. Most of his research has been presented at prestigious international conferences, such as the annual conferences of the Australasian Business Ethics Network, the European Business Ethics Network, and the Society for Business Ethics, and published in peer-reviewed journals, such as AI and Ethics, Business and Society Review, European Journal of the History of Economic Thought, History of Economic Ideas, Journal of Business Ethics, Journal of Business Ethics Education, Journal of the History of Economic Thought, Oeconomia, Philosophy of Management, Philosophy & Technology, The Antitrust Bulletin, Transnational Legal Theory, and Journal for Business, Economics, and Ethics.

COURSE DESCRIPTION:

Consideration of human and social consequences of technological development and application of computers, ethical questions of computer use, professional ethics.

Note: COS 590 and COS 490 cannot both be taken for degree credit.

CREDITS: 3

COURSE OVERVIEW & OBJECTIVES:

The course is organized into four parts:

- *First*, we will analyze the theoretical foundations of ethics in general and engineering and computer ethics in particular.
- *Second*, we will look closely at professional ethics and CS-related corporate codes of conduct.

- *Third*, we will discuss the rights and (socio-environmental) responsibilities of engineers and computer scientists in a globalized political economy.
- In the *fourth* and main part of the course, we will focus on some of the most critical ethical issues of information and communications technologies, such as artificial intelligence, virtual reality, autonomous vehicles, big data, Internet of Things, and social media.

MEETING TIMES:

Mondays, Wednesdays, & Fridays, 11 – 11:50 a.m., Neville Hall 108 (September – December 2025)

TEXTBOOK:

COS 590 uses *Engineering and Computer Ethics* by Manuel Wörsdörfer as a textbook. A draft version will be available free of charge at the beginning of the semester via the Brightspace course website.

SUMMARY OF HOW THE COURSE WORKS:

- Students will have access to the PowerPoint slides and other research material (e.g., academic papers, etc.) for each topic on Brightspace.
- Students are expected to submit four blogs in which they critically discuss recent computer ethics issues.
- Students are expected to present on one of the course topics and moderate the discussion.
- Students are expected to write a research paper.
- Students are expected to pass the final exam, covering essential parts of the course material.

Specific details of each assessment discussed here and the course schedule are available in the upcoming sections.

LEARNING OUTCOMES:

Upon completion of the course, each student should:

- Be able to understand the complex nature of (engineering and) computer ethics: That is, students should be able to both identify the complexity and develop skills to grapple with this complexity effectively.
- Possess a greater awareness of professional ethics and CS-related corporate codes of conduct.
- Possess a greater understanding of the theoretical foundations of information and communications technologies and their implications for various industry sectors.
- Possess a greater understanding of the local, national, and global impact technologies have on individuals, organizations, civil society, and the environment.
- Be able to recognize the constrained nature of tech corporations: That is, students should be able to identify not only the economic constraints but also the legal, social, and ethical ones (e.g., environmental considerations, business and human rights issues, etc.). Students should have also developed an enhanced ability to balance these constraints correctly.
- Have improved their ability to express complex (ethical) ideas.

- Be able to recognize their responsibilities in the context of furthering broader societal goals and responsibilities.
- Have the ability to pursue continuing professional development and lifelong learning to keep abreast of changing scientific, technological, and societal challenges and advancements affected by and affecting the field of computing.

ASSESSMENT DETAILS:

The course consists of six major assessment types: blogs, student presentation and discussion moderation, research paper, final exam, discussion participation, and quizzes.

- **Blogs:** Students are expected to submit four blogs on recent computer ethics topics via Brightspace. Each blog accounts for 5% of the final grade (20% in total). They will be available from Monday morning until Sunday night on the Brightspace course website during the respective weeks they are due.

Note: Only online (i.e., Brightspace) and on-time submissions are accepted (for full credit), except for health-related reasons (documentation required)!

Content-related requirements: Essential is that arguments are based on the latest empirical facts and scientific theories, that the topic is critically evaluated, and that all (academic) sources are accurately cited – which requires a complete list of references at the end of each document.

Note: There is a zero-tolerance policy regarding cheating (e.g., using chatbots and other generative AI tools) and (self-)plagiarism!

Formatting requirements: Each blog should be in regular Word format (font-size: 12; font: Times New Roman or similar; line spacing: 1.5), and the length should be 500-1,000 words (text body only/excluding references).

- **Student Presentation & Discussion Moderation:** Students are expected to present one of the course topics (see topic list below) in class and act as a moderator for the following discussion – which accounts for 20% of their final grades. Presentations are held either individually or in small groups of max. 3-4 students. The presentation should be approximately 10-15 min., plus considerable time for Q&A and discussion (5-10 min.).

Note: The first draft of the presentation slides must be emailed to the instructor – for feedback reasons – no later than one week before the topic is discussed in class. The deadline for submitting the final version of the PowerPoint slides (via email) is the day before the presentation is held in class. See the course schedule below for more information on the topics and presentation times.

Topic Allocation & Registration: Students can inform the instructor via email (manuel.woersdoerfer@maine.edu) about their topic and group preferences. They should do so by **September 2025**. Student preferences will be taken into consideration when assigning

topics. The instructor reserves the right to assign topics and groups randomly if no topic or group preferences have been expressed.

- Research Paper: Students are expected to critically evaluate a recent computer ethics case study and submit their documents via Brightspace.

Topic: Biden's Executive Order on AI vs. the E.U.'s AI Act: A Comparative Analysis

Recommended Literature:

- Council of the European Union. (2024). Artificial Intelligence Act (Text of the Provisional Agreement). <https://data.consilium.europa.eu/doc/document/ST-5662-2024-INIT/en/pdf>.
- White House. (2023). Executive Order on the Safe, Secure, and Trustworthy Development and Use of Artificial Intelligence www.whitehouse.gov/briefing-room/presidential-actions/2023/10/30/executive-order-on-the-safe-secure-and-trustworthy-development-and-use-of-artificial-intelligence/.

General information: The research paper assignment consists of three steps: 1. *Table of contents*, which provides an overview of the structure of the paper and accounts for 5% of the final grade; 2. *Paper proposal* (i.e., extended abstract or summary of the research paper), which accounts for 5% of the final grade; and 3. *Final version* of the research paper, which accounts for 20% of the overall grade. All documents must be submitted via the Brightspace online learning system.

Note: Only online (i.e., Brightspace) and on-time submissions are accepted (for full credit), except for health-related reasons (documentation required)!

Content-related requirements: Essential is that arguments are based on the latest empirical facts and scientific theories (which requires making use of academic literature and especially peer-reviewed journal articles), that the topic at hand is critically evaluated, and that all (scholarly) sources are accurately cited – which includes a complete list of references at the end of each document.

Note: There is a zero-tolerance policy regarding cheating (e.g., using chatbots and other generative AI tools) and (self-)plagiarism!

Formatting requirements: The *table of contents* should look like one of an academic book or paper. It should contain several headers for the different (sub-)sections and provide an overview of the structure of your paper. The document should be at least ½ page long and in regular Word format. *Paper proposals* should be in standard Word format (font-size: 12; font: Times New Roman or similar; line spacing: 1.5), and the length should be 500-1,000 words (text body only/excluding references). *Research papers* (i.e., final version) should also be in regular Word format, yet their length should be approximately 2,000-3,000 words (text body only/excluding references).

- Final Exam: The final exam will be conducted online – via the Brightspace course website – and cover the material presented throughout the semester (i.e., lecture slides and student presentations); it accounts for 10% of the final grade.
Note: Only online (i.e., Brightspace) and on-time submissions are accepted (for full credit), except for health-related reasons (documentation required)!
- Discussion Participation: Students are expected to actively participate in the in-class discussions – which account for 10% of the final grade. To do so, students should complete the readings and prepare their comments and questions for the respective session (note: class attendance alone is insufficient!).
- (Extra-Credit) Quizzes: Undergraduate students can earn up to 10 extra-credit points on their overall(!) grade for successfully completing two extra-credit quizzes (up to 5 points each). **Graduate students enrolled in COS590 must complete this task as a mandatory course assignment.**

LATE SUBMISSION POLICY:

- Submitted work is due when specified. With the instructor's permission, and only in special cases, students may be able to submit two (2) days late – with a penalty. For every 12 hours of late submission, 10% points will be deducted. That is, if students are late by one full day, 20% of the points will be deducted. If they are late by two full days, 40% of the points will be deducted. After 48h, student assignments will be marked as 0 (the only exception is for health-related reasons [documentation is required!]).

Note: Every submission has to be done through Brightspace in a digital format. Submissions via email will be marked as 0. If students encounter any problems with Brightspace, they must inform the instructor in a timely manner (i.e., before the due date). Brightspace problems cannot be used as an excuse for a late submission.

ATTENDANCE POLICY:

Attendance is optional; however, the instructor reserves the right to make it mandatory if attendance rates are low or drop below a specified threshold, such as 50% of course participants over a longer period of time.

GRADE WEIGHTING:

Method of Assessment	Percent of Grade
1. Blogs (four in total)	20%
2. Presentation & Discussion Moderation	20%
3. Table of Contents (Research Paper)	5%
4. Paper Proposal	5%
5. Research Paper (Final Version)	20%
6. Final Exam	10%
7. Discussion Participation	10%

8. Quiz (two in total)	10%
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GRADING RUBRIC:

Letter Grades	Numerical Range
A	94 - 100
A-	90 - 93.99
B+	87 - 89.99
B	84 - 86.99
B-	80 - 83.99
C+	77 - 79.99
C	74 - 76.99
C-	70 - 73.99
D+	67 - 69.99
D	64 - 66.99
D-	60 - 63.99
F	0 - 59.99

COURSE COMMUNICATION & TECHNOLOGY:

All the material related to this course (e.g., academic papers, newspaper articles, lecture slides, etc.) will be posted on Brightspace. Students are expected to have high-speed internet access. Technical questions should be addressed to the contact posted on Brightspace.

COURSE CITIZENSHIP:

UMaine seeks to ensure that diversity, in its many forms, is considered in every aspect of campus life by making diversity a factor in, and component of, all decision-making, and resolving to increase and retain diversity, in its many forms, on campus. As members of the UMaine community, you have fundamental rights, including the right to freedom from discrimination, to be treated fairly, to coexist peacefully with others, and the right to learn. I expect all of us, including me, to treat others respectfully. It is essential for all of us to learn to truly value diversity and to appreciate what other people bring to situations. As noted above, be a responsible, respectful member of our learning community in this course.

CODE OF ETHICS:

As valued members of SCIS, we, the faculty, staff, and students, mutually pledge to each other the following:

Honesty: We agree to exercise personal integrity in all aspects of our work, research, and studies. To be honest, in fact, we agree to give credit where credit is due, to express our own opinions, and to do our own work in a timely fashion. Honesty requires clear and open communication about our commitments and the performance of our work.

Respect: As each individual is inherently entitled to personal respect from others, we agree to show respect for others in our community by valuing diverse perspectives and by refraining from

any form of harassment, disruption, lying, misstatements of fact, or other rude behavior that would exhibit hostility or disrespect for others. To show respect, we agree to listen carefully to one another, to reach carefully, to review thoroughly, to promote each other's works and aspirations, and to suspend judgment until properly informed of the facts.

Honor: We will endeavor to honor ourselves and our community by following all federal and state laws, our University policies and procedures, and our conscience as best as we are able. We agree to honor each other's time, effort, and property at all times. We honor our SCIS by producing quality work, both in the classroom and in our offices. We honor each other by explicitly recognizing our achievements, directly communicating, issues, and treating one another politely.

We mutually pledge to implement this code by not tolerating intentional infractions in ourselves or others. Based on University policy, we will seek help and assistance from others in enforcing this code.

ADMINISTRATIVE POLICY STATEMENTS:

All students are expected to be aware of and comply with UMaine's administrative policies. For current policies, please visit <https://umaine.edu/provost/faculty-staff-resources/syllabus-guidelines-for-faculty/>.

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, to copy or reword parts of books or articles into your own papers without appropriately citing the source, or to make use of chatbots and other AI writing tools. 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: 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 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 AND EVENTS:

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

SEXUAL 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: 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 OSAPV website for a complete list of services.

DIVERSITY, EQUITY, AND INCLUSION STATEMENT:

SCIS believes that supporting, respecting, and appreciating diverse perspectives and experiences strengthens our community, challenges our assumptions, and yields better decision-making in business and in life. We are committed to ensuring that all members of the SCIS community feel welcomed, heard, and engaged.

**COURSE SCHEDULE (COS 590):
Fall 2025**

Week/Dates	Content/Topic	Reading	Assessment
I	Course Organization Introduction to Ethics & Ethical Theories	Ch. 1-4, Slides	Topic Registration
II	Professional Ethics Codes of Conduct	Ch. 1, 5.1, Slides	Blog I
III	Rights and Responsibilities of Engineers Business (Ethics) and Human Rights	Ch. 5.2, 5.3, 6.1, Slides	Table of Contents
IV	Conflict Minerals Environmental Ethics	Ch. 6.3, 7, Slides	-
V	Introduction to Computer Ethics AI and Labor Markets/UBI	Ch. 8.1., 8.2, Slides	Blog II
VI	Gig Economy History/Philosophy of AI	Ch. 8.2., 9.1, Slides	Paper Proposal
VII	Fall Break AI in Pop Culture	Ch. 9.1, Slides	Extra-Credit Quiz
VIII	Ethical Issues of Autonomous Vehicles/VR Robot Ethics (Driverless Cars/AI and Military)	Ch. 9.2, Slides	Blog III
IX	Privacy in the Information Age Big Data (Ethics) Clearview AI/Palantir Case Studies	Ch. 10.1, Slides	-
X	NSA Surveillance Scandal Privacy and Data Protection Laws	Ch. 10.2, 10.3, Slides	Research Paper
XI	Veterans Day Internet of Things & Digital Nudging Social Media	Ch. 11, Slides	Extra-Credit Quiz
XII	Social Media Big Tech and Antitrust	Ch. 11.3, 12.1, Slides	Blog IV
XIII	Techno-Libertarianism Thanksgiving Recess	Ch. 12, Slides	
XIV	Philosophy of Technology Course Summary/Concluding Remarks	Part V, Slides	Final Exam

Note: This schedule is tentative. I reserve the right to make changes based on class pace and other relevant factors.

PRESENTATION TOPICS

1. Apple and Facebook's Codes of Ethics – A Comparative Analysis

Recommended Literature:

- Apple (2021): Apple Supplier Code of Conduct, www.apple.com/euro/supplier-responsibility/j/generic/pdf/2021-apple-code-of-conduct.pdf.
- Facebook (2021): Keep Building Better: The Facebook Code of Conduct, https://s21.q4cdn.com/399680738/files/doc_downloads/governance_documents/2021/06/FB-Code-of-Conduct.pdf.

2. Blood in Your Mobile: Conflict Minerals from the Democratic Republic of the Congo

Recommended Literature:

- Nest, Michael (2013): Coltan, Cambridge, Polity Press.
- Sarfaty, Galit A. (2015): Shining Light on Global Supply Chains, Harvard International Law Journal, http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2512417.

3. Bitcoin and the Environment – An Environmental-Ethical Analysis of the Ecological Footprint of Cryptocurrencies

Recommended Literature:

- Badea, Liana/Mungiu-Pupazan, Mariana Claudia (2021): The Economic and Environmental Impact of Bitcoin, IEEE Access 9, 48091-48104.
- CCRI (2022): The Merge. Implications on the Electricity Consumption and Carbon Footprint of the Ethereum Network, <https://carbon-ratings.com/eth-report-2022>.

4. Universal Basic Income – Pros and Cons

Recommended Literature:

- Berger Gonzalez, Sarah/Bidadanure, Juliana (2020): Universal Basic Income: What's in a Name? https://basicincome.stanford.edu/uploads/whats-in-a-name-white-paper__final.pdf.
- Hasdell, Rebecca (2020): What We Know About Universal Basic Income. A Cross-Synthesis of Reviews, https://basicincome.stanford.edu/uploads/Umbrella%20Review%20BI_final.pdf.

5. Gig Economy – Risks and Opportunities

Recommended Literature:

- Cunningham-Parmeter, Keith (2016): From Amazon to Uber: Defining Employment in the Modern Economy; Boston University Law Review 96; 1673-1728.
- Rifkin, Jeremy (2014): The Zero Marginal Cost Society. The Internet of Things, the Collaborative Commons and the Eclipse of Capitalism; New York, Palgrave.

6. The Turing Test and Other Milestones in the History of AI

Recommended Literature:

- Turing, Alan (1950): Computing Machinery and Intelligence, Mind 49, 433-460.
- Wooldridge, Michael (2020): A Brief History of Artificial Intelligence. What It Is, Where We Are, and Where We Are Going, New York, Flatiron Books.

7. Transhumanism and Technological Singularity – On the Ethical Issues of Brain-Computer Interfaces

Recommended Literature:

- Bostrom, Nick (2014): Superintelligence: Paths, Dangers, Strategies, Oxford, Oxford University Press.
- Ray Kurzweil (2005): The Singularity is Near. When Humans Transcend Biology, New York, Viking.

8. Star Trek vs. Terminator: AI in Film and Popular Culture

Recommended Literature:

- Goode, Luke (2018): Life, But Not As We Know It: AI and the Popular Imagination, Culture Unbound 10(2), 185-207.
- Nida-Rumelin, Julian/Weidenfeld, Nathalie (2022): Digital Humanism. For a Humane Transformation of Democracy, Economy, and Culture in the Digital Age, Cham, Springer.

9. Ethics in the Virtual World: A Critical Ethical Analysis of Augmented and Virtual Reality Technologies

Recommended Literature:

- Chalmers, David (2022): Reality+: Virtual Worlds and the Problems of Philosophy, New York, Norton.
- Greengard, Samuel (2019): Virtual Reality, Cambridge, MIT Press.

10. The Trolley Problem and MIT's Moral Machine Experiment

Recommended Literature:

- Awad, Edmond, et al. (2018): The Moral Machine Experiment, Nature 563, 59-64.
- Awad, Edmond, et al. (2020): Universals and Variations in Moral Decisions Made in 42 Countries by 70,000 Participants, PNAS 117(5), 2332-2337.

11. Killer Robots on the Rise? AI and the Military

Recommended Literature:

- Horowitz, Michael C. (2019): When Speed Kills: Autonomous Weapon Systems, Deterrence, and Stability, https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3348356.
- Schuller, Alan (2017): At the Crossroads of Control – The Intersection of Artificial Intelligence in Autonomous Weapon Systems with International Humanitarian Law, https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2978141.

12. 'Weapons of Math Destruction'? Big Data (Ethics) and Human Rights

Recommended Literature:

- Institute for Human Rights and Business (2016): Data Brokers and Human Rights: Big Data, Big Business, www.ihrb.org/uploads/reports/IHRB,_Data_Brokers_and_Human_Rights,_Nov_2016.pdf.

- O’Neil, Cathy (2016): Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy, New York, Crown.

13. Clearview AI and Facial Recognition Technology

Recommended Literature:

- Neroni Rezende, Isadora (2020): Facial Recognition in Police Hands: Assessing the ‘Clearview Case’ from a European Perspective, New Journal of European Criminal Law 11(3), 375-389.
- Sobel, Benjamin (2021): A New Common Law of Web Scraping, https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3581844.

14. Palantir and Surveillance Technology – A Computer-Ethical Case Study

Recommended Literature:

- Amnesty International (2020): Failing To Do Right: The Urgent Need for Palantir to Respect Human Rights, www.amnestyusa.org/wp-content/uploads/2020/09/Amnest-International-Palantir-Briefing-Report-092520_Final.pdf.
- Castets-Renard, Céline (2021): Human Rights and Algorithmic Impact Assessment for Predictive Policing, https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3890283.

15. Edward Snowden – Hero or Traitor?

Recommended Literature:

- Greenwald, Glenn (2014): No Place to Hide: Edward Snowden, the NSA, and the Surveillance State, London, Penguin.
- Snowden, Edward (2019): Permanent Record, New York, Metropolitan Books.

16. General Data Protection Regulation vs. California Consumer Privacy Act – A Comparative Analysis

Recommended Literature:

- European Union (2016): General Data Protection Regulation, <https://eur-lex.europa.eu/eli/reg/2016/679/oj>.
- State of California (2018): California Consumer Privacy Act, https://leginfo.ca.gov/faces/codes_displayText.xhtml?division=3.&part=4.&lawCode=CIV&title=1.81.5.

17. On the Ethical Issues of Internet of Things Devices

Recommended Literature:

- Mittelstadt, Brent (2017): Ethics of the Health-Related Internet of Things: A Narrative Review, https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2932221.
- Wachter, Sandra (2018): Normative Challenges of Identification in the Internet of Things: Privacy, Profiling, Discrimination, and the GDPR, https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3083554.

18. Combating Dangerous and Hate Speech

Recommended Literature:

- Ash, Timothy Garton (2016): Free Speech: Ten Principles for a Connected World, London, Atlantic Books.
- Ring Carlson, Caitlin (2021): Hate Speech, Cambridge, MIT Press.

19. QAnon, Anti-Vaccination Movement, and Other Conspiracy Theories: How to Stop the Spread of Online Misinformation and Disinformation

Recommended Literature:

- Hussain, Azhar/Ali, Syed/Ahmed, Madiha/Hussain, Sheharyar (2018): The Anti-Vaccination Movement: A Regression in Modern Medicine, Cureus 10(7), 1-8.
- Trautman, Lawrence (2021): Democracy at Risk: Domestic Terrorism and Attack on the U.S. Capitol, https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3808365.

20. Big Tech and Antitrust – With a Particular Focus on the E.U.’s Digital Markets Act

Recommended Literature:

- Wörsdörfer, Manuel (2022): What Happened to ‘Big Tech’ and Antitrust? And How to Fix Them! Philosophy of Management 21(3); 345-369.
- Wörsdörfer, Manuel (2022): Big Tech and Antitrust - An Ordoliberal Analysis; Philosophy & Technology 35(3), Article 85.

EHD - 548 - Culturally Sustaining Pedagogies

Graduate New Course Proposal Form - 2024/25 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.

For assistance in completing this form or if you have any questions, email 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 is a course focused on Culturally Sustaining Pedagogies taught at the graduate level. It is an elective course for Masters and Doctoral students and there is no similar course in our current catalog. It also meets a state certification requirement for preparing teachers to serve the needs of diverse learners.

Department*

Graduate - School of Learning and Teaching

New Course: * ☒ New Course ☐ Experimental (One time offering)

EFFECTIVE SEMESTER:

Semester*

Fall

Year*

2025

PROPOSED CATALOG DESCRIPTION:

Course Designator*

EHD

Proposed Course #* 548

Course Type: *

Education

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). *

Culturally Sustain Pedagogies

Long Course Title* Culturally Sustaining Pedagogies

Course Description: *

This course explores the key aspects of culturally relevant and sustaining pedagogies including: developing a sociocultural consciousness, asset-based thinking, tapping into students' funds of knowledge, and advocating for change in schools and beyond.

Prerequisites: N/A

Corequisites: N/A

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:
Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.

- ☐ Distance Synchronous Learning ☐ Hybrid/Blended ☐ Hyflex ☐ 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 *

Culturally Sustaining Pedagogies by Django Paris and H. Samy Alim

Course Instructor *

Rebecca Buchanan, Associate Professor, 2/2

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

- ☒ Yes
☐ No

Proposed Resources: ☒ No. The academic unit will not request additional resources for the course ☐ Yes
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? *

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

EHD 548: Culturally Sustaining Pedagogies

FALL SEMESTER 2025

INSTRUCTOR: Dr. Rebecca Buchanan

rebecca.buchanan@maine.edu

OFFICE HOURS: By Appointment

Course Delivery: Asynchronous online

Prerequisites: None

Credit Hours: 3

Zoom Link: <https://maine.zoom.us/j/82357129561>

Course Description: This course will explore the key aspects of culturally relevant and sustaining pedagogies including: developing a sociocultural consciousness, asset-based thinking, tapping into students' funds of knowledge, and advocating for change in schools and beyond.

Course Goals:

1. Participants will explore foundational philosophical texts and unpack key concepts related to culturally sustaining pedagogies
 2. Participants will examine their own experiences and the social contexts of schooling using these lenses
 3. Participants will design instructional activities and/or professional development efforts that support the education, identities, and belonging of students from historically marginalized backgrounds.
 4. [Additional goal(s) here] _____
-



Bio: I'm Rebecca Buchanan, PhD (she/her). I identify as a queer, white, cis-gendered woman. I grew up in the American South and taught elementary school in the Bay Area. I completed my graduate work at the University of California Santa Cruz with a focus on how teachers learn about issues related to equity, diversity, and justice. I've been in Maine the last five years working as an assistant professor at the University of Maine. I am very excited to be a part of this partnership.

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 Mi'kmaq — 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.

Pronouns Statement: Everyone has the right to be addressed by the name and pronouns that correspond to their gender identity, including non-binary pronouns, for example: they/them/theirs, ze/zir/zirs, etc. Rosters do not list gender or pronouns so you may be asked to indicate the pronouns you use so that I don't make assumptions based on your name and/or appearance/self-presentation (you are not obligated to do so). If you use a chosen name, please let me know. Chosen names and pronouns are to be respected at all times. Mistakes in addressing one another may happen, so I encourage an environment of openness to correction and learning. Chosen name and personal pronouns may evolve over time, so if at any point during the semester you would like to be addressed differently, please let me know.

Course Format: Most readings, assignments, and other material will be made available on Brightspace. We will meet occasionally as a whole group and as small groups. Anytime we meet is optional and sessions will be recorded.

Course Text: We will be using the text [*Culturally Sustaining Pedagogies*](#) by Django Paris and H. Samy Alim.

Grading Policy: I will be providing narrative feedback on all of the assignments in this course. The expectation is that you complete the assignment and use the feedback to guide further practice. You will periodically be asked to self-assess your own development, and these self-assessments should be honest reflections on your effort in the course as well as your growth. They should take into account feedback you have received and consider how you may improve in the future.

- 1) Weekly Reflections: 30 pts
- 2) Final Project (proposal, presentation, and submission): 50 pts
- 3) Small Group Participation: 10 pts
- 4) Self Assessments: 10 pts

98-100 = A	87-89 = B+	77-79 = C+	67-69 = D+
93-97 = A	83-86 = B	73-76 = C	63-66 = D
90-92 = A-	80-82 = B-	70-72 = C-	60-62 = D-
			59 and under = F

(Tentative) Forms of Engagement: We will engage together in a variety of ways during the semester:

1. Weekly meetings that will be primarily discussion based.
2. Regular reflective activities where you connect your experiences and understandings to course material. The format for these activities can be written, audio or video recorded, or creatively produced. We will organize these as discussion board posts.
3. Final Project. This project could be collaborative or individual, but ideally you will have the opportunity to apply the learning from the course in the design of curricular materials and/or professional development activities.
4. Other options: _____

Themes	Week/Date	Course Material	Activities/ Assignments
Examining Ourselves	Week 1	Erickson, F: Culture in Society and in Educational Practices from Banks and Banks (Eds) <i>Multicultural Education</i> Informational Survey	Introduction Post/Video Survey
	Week 2	Chapter 1 from Noel's <i>Developing Multicultural Educators</i>	Weekly Reflection Whole Group Meeting
	Week 3	Introduction and Chapter 1 from Ginwright's <i>Four Pivots</i>	Weekly Reflection
Examining Our Contexts	Week 4	Paris (2012) "Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice" Chapter 2 from Safir & Dugan's <i>Street Data</i> Diversity vs. White Privilege An	Small Group Meeting/ Weekly Reflection

		Interview with Christine Sleeter	
	Week 5	Chapter 1 and Chapter 2 from Kendi's <i>How to be an anti-racist</i> Chapter 3 from Freire's <i>Pedagogy of Freedom</i>	Weekly Reflection
	Week 6	Tuck & Yang (2012) Decolonization is not a metaphor Sockbeson (2019) Maine Indigenous Education Left Behind	Whole Class Meeting/ Weekly Reflection
Developing New Practices	Week 7	Fall break Evaluating Resources for Wabanaki Studies and LD 291 Report	Final Project Plan Mid Term Self-Assessment
	Week 8	Paris & Alim text: Chapters 4 and 6 2 Videos (Bounty and Land Back)	Small Group Session/ Weekly Reflection
	Week 9	Socio-economic Status Gorski Ch 2 and 8 from <i>Reaching and Teaching Students in Poverty</i> 2 Videos: Who Depends on Welfare and Rutger Bregman	Weekly Reflection
	Week 10	Language as Asset Paris & Alim Chapters 3 and 11 Gonzalez et al (1995) "Funds of Knowledge for Teaching in Latino Households"	Weekly Reflection

	Week 11	Hip Hop Pedagogy Paris & Alim Chapters 8 & 9	Whole Group Meeting/ Weekly Reflection
	Week 12	Ecological Thinking Paris & Alim Ch. 15	Small Group Session/ Weekly Reflection
	Week 13	Holiday/Final Project Work	
	Week 14	Final Project Work	
	Finals Week 15	Whole Class Meeting	Final Project Presentation

[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.

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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 instructor of the course) privately as soon as possible.

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Sexual Discrimination Reporting

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a faculty or staff member who is deemed a "responsible employee" about sexual discrimination, they are 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 person 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 **Northern Light Primary Care, University of Maine: at 207-581-4000**. *Confidential Resource Advisor: 207-571-5372 (call or text). Or see the [Confidential Resource Advisor website](#) for a complete list of services and resources (open in a new window).*

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 umaine.edu/titleix/ for more information.](https://umaine.edu/titleix/)

FSN - 566 - Type 2 Diabetes, Obesity, and Food

Graduate New Course Proposal Form - 2024/25 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 <https://umaine.edu/provost/faculty-staff-resources/syllabus-guidelines-for-faculty/>.

For assistance in completing this form or if you have any questions, email 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 course was offered a few years ago but was sunset after the departure of a faculty member. The course has been redesigned by a new instructor and the FSN faculty wish to offer this course as part of the electives in the FSN Online MS concentration in Human Nutrition and Food Technology.

Department*

School of Food and Agriculture

New Course: * ☒ New Course ☐ Experimental (One time offering)

EFFECTIVE SEMESTER:

Semester*

Fall

Year*

2025

PROPOSED CATALOG DESCRIPTION:

Course Designator*

FSN

Proposed Course #* 566

Course Type: *

Food Science and Nutrition

Short Course Title Type 2 DM, Obesity, Food
(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* Type 2 Diabetes, Obesity, and Food

Course Description:* A comprehensive exploration of Type 2 diabetes and obesity, focusing on their epidemiology, pathophysiology, contributing factors, and nutrition interventions. Students will analyze the interplay between diet, physical activity, and genetic and environmental influences in the development and management of these conditions. Special emphasis will be placed on evidence-based nutrition counseling techniques and the role of dietitians and other healthcare providers in promoting sustainable lifestyle changes.

Prerequisites: Graduate standing or permission

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:
Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.

☐ Distance Synchronous Learning ☐ Hybrid/Blended ☐ Hyflex
☐ 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 *

N/A

Course Instructor *

Eileen Molloy, senior lecturer, 100 %

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

☐ Yes
☒ No

Proposed Resources: ☒ No. The academic unit will not request additional resources for the course
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? * ☐ 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. * No course overlap. This is a unique course that should appeal to FSN, NUR, and KPE students

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

FSN 566- Type 2 Diabetes, Obesity, and Food

The University of Maine

Course Description: A comprehensive exploration of Type 2 diabetes and obesity, focusing on their epidemiology, pathophysiology, contributing factors, and nutrition interventions. Students will analyze the interplay between diet, physical activity, and genetic and environmental influences in the development and management of these conditions. Special emphasis will be placed on evidence-based nutrition counseling techniques and the role of dietitians and other healthcare providers in promoting sustainable lifestyle changes.

Course Goal: By the end of the course, students will gain a holistic understanding of Type 2 diabetes and obesity and be equipped with practical strategies for supporting individuals and communities in achieving better health outcomes.

Credits: 3

Modality: This course is taught online, asynchronous

Prerequisites

Graduate standing or permission

Instructor: Eileen Molloy, M.S., R.D.N., C.D.C.E.S

Phone: 207 581-3121

Email Eileen.molloy@maine.edu

Office hours: varies by semester; student appointments are also available through Navigate.

Required Texts and Readings:

- Research articles, readings, and case studies provided by the instructor

Optional Resources:

- Nutrition software for meal planning (TBD) Diabetes-related apps for tracking and management (TBD)

Student Learning Outcomes

Upon successful completion of the course students will be able to:

- Describe the pathophysiology, epidemiology, and contributing factors to obesity and diabetes.
- Explain diet and lifestyle factors that reduce the risk and impact of obesity and diabetes.
- Describe the evidence-based nutrition interventions based on macro and micronutrients.
- Assess individual diets and provide recommendations for improved health outcomes.
- Utilize motivational interview to guide behavior change.
- Integrate the use of technology in the management of Type 2 diabetes.

Assessments Completed to Demonstrate Proficiency

- Assignments (4 at 40 pts each): 160 points 40%**
Specific requirements of assignments will be described in Brightspace and will include 3 case studies and a reflection paper. Use of artificial intelligence for completing these assignments is limited to technologies to help with spelling and grammar.
 - Discussions forums (4 at 20 pts each): 80 points 20%**
For each discussion forum, respond to the prompt described forum with a post of 200-400 words. Read at least six classmates posts, and interact with at least two classmates with pertinent, thoughtful, responses to their posts.
 - Quizzes (4 at 40 points each): 160 points 40%**
Quizzes are open for one week prior to their due date. The composition is 75%multiple choice/matching and short answer, and 25% short essay.
- | | | |
|----------------------|------------|-------------|
| Total Points: | 400 | 100% |
|----------------------|------------|-------------|

Grading Scale:

Total points. Grade

372-400	A (≥93%)
360-371	A- (90-92.9)
348-359	B+ (87-89.9)
332-347	B (83-86.9)
320-331	B- (80-82.9)
308-319	C+ (77-79.9)
292-307	C (73-76.9)
280-291	C- (70-72.9)
268-279	D+ (67-69.9)
252-257	D (63-66.9)
240-251	D- (60-62.9)
< 240	F

5% is deducted for each day that projects, assignments, or quizzes, are late. Contact the instructor prior to a due date if you are unable to meet a submission deadline due to extenuating circumstances

Proposed syllabus:

Week 1: Introduction to Type 2 Diabetes and Obesity Topics: <ul style="list-style-type: none"> Overview of Type 2 diabetes and obesity Global and U.S. trends in prevalence Risk factors: genetic, lifestyle, and environmental Learning Resources: <ul style="list-style-type: none"> WHO and CDC reports on diabetes and obesity Selected journal articles on epidemiological trends 	Discussion forum 1: Making it personal. <i>Describe what brought you to this class and what you hope to gain from it? Connect the dots between the facts you have learned this week about diabetes and obesity and how this affects your work, your community, or your state.</i> Due date:
Week 2: Pathophysiology of Diabetes Topics: <ul style="list-style-type: none"> Types of diabetes Insulin production, insulin resistance, and glucose metabolism Role of the pancreas and liver in blood glucose regulation Complications of poorly controlled diabetes Learning Resources: <ul style="list-style-type: none"> Reading: Journal article: pathophysiology of diabetes Video: on the pathophysiology of diabetes: Kahn Academy 	Assignment 1: Reflection paper- who is at risk and how does this affect your community?
Week 3: Pathophysiology of Obesity Topics: <ul style="list-style-type: none"> Energy balance and fat storage mechanisms Hormonal regulation: leptin, ghrelin, and insulin Adipose tissue as an endocrine organ Interconnectedness of obesity, Type 2 diabetes, cardiovascular disease, and metabolic syndrome Learning Resources: <ul style="list-style-type: none"> Pathophysiology of Obesity- The Mayo Clinic Proceedings. Video: on the pathophysiology of obesity 	Quiz 1 <i>Prevalence and Pathophysiology of type II diabetes, obesity and related conditions</i> Due Date:
Week 4: Putting weight into perspective Topics: <ul style="list-style-type: none"> Addressing weight stigma and fat phobia in public health Shifting from obesity focus to health focus Determining if weight is affecting your health Learning Resources: <ul style="list-style-type: none"> Assessing weight and health risk Obesity doesn't always mean ill health Addressing weight stigma in public health Moving beyond weight to address physical activity at every size 	Take the implicit weight bias survey Due date:

Week 5: Dietary Patterns to Mitigate Diabetes and Obesity Topics: <ul style="list-style-type: none"> • The effects of a western diet on chronic disease • Mediterranean, DASH, and plant-based diets • Evidence-based benefits for diabetes and obesity prevention 	Discussion forum 2: separating facts, feelings, and cultural norms. <i>Comment on your perceptions of weight bias from a professional and cultural basis and how health professionals can work with clients to move beyond weight and into health promotion.</i>
Learning Resources: <ul style="list-style-type: none"> • Western diets and chronic disease • The role of nutrition in chronic disease • The Mediterranean diet and reduction of chronic disease 	Due date:

Week 7: Macronutrients and Diabetes/Obesity Management Topics: <ul style="list-style-type: none"> • Carbohydrates: glycemic index/load and their effect on blood sugar • Fats: types of fats and their role in insulin sensitivity • Proteins: satiety and muscle maintenance 	Assignment #2: Review this case study to discuss the macronutrient composition compared to goals. Due date:
Learning Resources: <ul style="list-style-type: none"> • Macronutrients and blood glucose regulation 	

Week 8: Micronutrients Role in Disease Prevention Topics: <ul style="list-style-type: none"> • Vitamins and minerals essential for insulin function and weight regulation • Deficiencies commonly found in people with obesity and diabetes • Other nutritional issues 	Quiz #2 <i>Dietary patterns to reduce the risk of chronic disease, macro and micronutrient patterns related to Type 2 diabetes and obesity management.</i>
Learning Resources: <ul style="list-style-type: none"> • Research on the role of micronutrients (e.g., magnesium, chromium) in Type 2 diabetes • Nutrients of concern for obesity and Type 2 diabetes 	Due date:

Week 9: Behavioral and Environmental Factors in Diet	
Topics: <ul style="list-style-type: none"> • Behavioral economics and food choices • The impact of food environments on dietary habits (food deserts, marketing, etc.) • Role of stress, sleep, and physical activity in weight and diabetes management 	
Learning Resources: <ul style="list-style-type: none"> • Review article on the social determinants of eating behaviors • Standards of care for education 	

Week 10: Motivational interviewing and behavior change	
Topics: <ul style="list-style-type: none"> • Foundations of motivational interviewing (MI) • Using MI in diabetes and nutrition counseling 	Discussion forum 3: Motivational Interviewing in action <i>Pick a core principle of MI in the video to comment on how you observe it being used successfully or could be improved.</i>
Learning Resources: <ul style="list-style-type: none"> • Motivational interviewing • Video demonstration of MI in action 	Due date:

Week 11: Nutritional Counseling for Diabetes and Obesity		Assignment 3:
Topics:	<ul style="list-style-type: none"> Key principles of nutritional counseling Cultural competency in dietary counseling 	Case study for nutrition counseling for obesity using tools from class lectures
Learning Resources:	<ul style="list-style-type: none"> The Academy of Nutrition and Dietetics Evidence Analysis Library Motivational Nutrition Counseling Algorithm 	Due date:
Week 12: Nutritional Counseling for Diabetes and Obesity pt 2		Discussion forum 4: Challenges and opportunities for nutrition counseling.
Topics:	<ul style="list-style-type: none"> Educational standards of care for diabetes and nutrition Choosing the right nutrition education tool 	Due date:
Learning Resources:	<ul style="list-style-type: none"> Creating effective education and intervention plans 	
Week 13: Medical Treatment of Obesity and Type 2 Diabetes		Quiz 3
Topics:	<ul style="list-style-type: none"> Pharmaceutical and surgical treatment of obesity Medication review for diabetes management 	Nutritional interventions in diabetes and obesity.
Learning Resources:	<ul style="list-style-type: none"> Diabetes medication review- insulins, oral agents, injectables summary Current pharmaceutical treatment of obesity- review article 	Due date:
Week 14: Emerging Research, Treatment, and Technologies in Diabetes/Obesity Treatment		Assignment 4:
Topics:	<ul style="list-style-type: none"> Continuous glucose monitors and insulin pumps Gut microbiota and its role in metabolism 	Case study patient with Type 2 diabetes.
Learning Resources:	<ul style="list-style-type: none"> Diabetes management using insulin pumps and continuous glucose monitors Current research review of the microbiome as it relates to diabetes and obesity. 	Due date:
Week 15: Standards of care for diabetes care and education		Quiz 4:
Topics:	<ul style="list-style-type: none"> National standards for diabetes self-management education and support (DSMES) Taking it to the next level- skill recognition 	Standards of care, emerging technologies, and medical treatment of diabetes and obesity.
Learning Resources:	<ul style="list-style-type: none"> Video review of DSMES programs Resources for certification as a CDCES 	Due date:

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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 **Northern Light Primary Care, University of Maine: at 207-581-4000**. *Confidential Resource Advisor: 207-571-5372 (call or text)*. Or see the [Confidential Resource Advisor website](#) for a complete list of services and resources (open in a new window).

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 umaine.edu/titleix/](http://umaine.edu/titleix/) for more information.

MAT - 501 - Teaching undergraduate mathematics

Graduate New Course Proposal Form - 2024/25 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 <https://umaine.edu/provost/faculty-staff-resources/syllabus-guidelines-for-faculty/>.

For assistance in completing this form or if you have any questions, email 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 is a 1-credit training course, required for all first-time teaching assistants in mathematics. We have been offering this for years via MAT 500 - Topics in Mathematics. But it is time for it to have its own designator.

Department*

Mathematics and Statistics

New Course: * ☒ New Course ☐ Experimental (One time offering)

EFFECTIVE SEMESTER:

Semester*

Fall

Year*

2025

PROPOSED CATALOG DESCRIPTION:

Course Designator*

MAT

Proposed Course #* 501

Course Type: *

Education Mathematics

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). *

Teaching undergrad mathematics

Long Course Title* Teaching undergraduate mathematics

Course Description:* This course is designed to provide teaching-focused professional development, guidance, and support to graduate students as they teach in the Department of Mathematics and Statistics. The course focuses on topics that are especially relevant for first-time instructors as well as additional topics to prepare graduate students for future teaching jobs. Course activities and assignments are designed to expand novice instructors' knowledge for teaching mathematics, including knowledge specific to the teaching of introductory undergraduate courses. Students in the course will become familiar with findings from education research on topics such as student learning, instructional practices, and assessment.

Prerequisites: Departmental permission.

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: * 1

Can this course be ... 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

Instruction Mode:
Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.

☐ Distance Synchronous Learning ☐ Hybrid/Blended ☐ Hyflex ☒ 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 *

Friedberg, S., Ash, A., Brown, E., Hughes Hallett, D., Kasman, R., Kenney, M., ... Zia, L. (2001). *Teaching Mathematics in Colleges and Universities: Case Studies for Today's Classroom: Graduate Student Edition*. Providence, RI: American Mathematical Society. [Note: Copies of this text will be provided to each student for use during the semester.]

S. Hauk, N. M. Speer, D. Kung, J.-J. Tsay, & E. Hsu (Eds.) (2013) Video cases for college mathematics instructor professional development. Available from <http://collegemathvideocases.org>.

Kung, D. & Speer, N. (2020). *What Could They Possibly Be Thinking!?! Understanding Your College Math Students*. MAA Notes Series, Washington: Mathematical Association of America. [Available via the course Brightspace site.]

Course Instructor *

Prof. Natasha Speer

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

☐ Yes
☒ No

Proposed Resources: ☒ No. The academic unit will not request additional resources for the course ☐ Yes
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? *

Units Affected: What other academic units are affected (e.g. course overlap, prerequisites)? Have the affected units been consulted? Any concerns expressed? Please explain. *
All first time TAs in our department, including shared TAs from other units, are required to take this course. It counts a part of their 20 hour/week assigned load.

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

MAT 500:
Mathematics Department Teaching and Learning Seminar
1 credit

Fall 2024

Wednesdays, 1-1:50 pm
231 Neville Hall

Instructor

Natasha Speer
234 Neville Hall
natasha.speer@maine.edu
Office hours: By appointment

Seminar description

The purpose of this course is to provide instruction, guidance, and support to graduate students as they teach in the department. The goal of the course is to help new teaching assistants (TAs) run their current classes as well as to prepare them for a variety of issues that may arise in their future teaching positions. The course emphasizes active learning and is organized around a series of in- and out-of-class activities connected to the TA's own class. In class there will be discussions of issues that arise while teaching, strategies for working with students, discussions of data and research on teaching, guidance about particular teaching practices, and discussions of practical issues associated with teaching. Outside of class, TAs will observe other instructors' classes, participate in a peer observation and consultation, and gather and analyze student feedback.

Assignments

There will be reading assignments related to course topics and on-line discussion forum postings of questions or comments about the readings. Out-of-class activities will also often involve completing a written report.

Brightspace site

We will make use of a course Brightspace site. You can access it from your UMaine Portal. The site is where you will download information about assignments, submit your written assignments, and get copies of some of the assigned readings. Additional information about the site and how to use its various features will be discussed in more detail in class.

Required texts

Friedberg, S., Ash, A., Brown, E., Hughes Hallett, D., Kasman, R., Kenney, M., ... Zia, L. (2001). *Teaching Mathematics in Colleges and Universities: Case Studies for Today's Classroom: Graduate Student Edition*. Providence, RI: American Mathematical Society. [Note: Copies of this text will be provided to each student for use during the semester.]

S. Hauk, N. M. Speer, D. Kung, J.-J. Tsay, & E. Hsu (Eds.) (2013) *Video cases for college mathematics instructor professional development*. Available from <http://collegemathvideocases.org>.

Kung, D. & Speer, N. (2020). *What Could They Possibly Be Thinking!?! Understanding Your College Math Students*. MAA Notes Series, Washington: Mathematical Association of America. [Available via the course Brightspace site.]

Grading

Discussion forum posts and in-class participation	100 points
Written reports from out-of-class activities	150 points

Course grades will be determined by the following percentages of possible points: A = 90% or more; B = 80-89%; C = 70-79%; D = 60-69%; F 59% or less. The cut points for the letter grade and + or – will be evenly spaced in the percentage ranges.

A note about late assignment submissions: If you will be unable to submit an assignment on time, notify the instructor before the due date. Unless you receive an extension prior to the deadline, late assignments will be awarded a maximum of 80% of the possible points for the assignment.

A note about attendance: If you are unable to attend class, notify me ahead of time when possible. More than two absences may affect final course grades.

UMaine policies

Further details and policies in addition to those listed below can be found here:
<https://umaine.edu/citl/teaching-resources-2/required-syllabus-information/>

Academic Integrity

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

Accommodations

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 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 privately as soon as possible.

Course Disruptions

In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

Observance of Religious Holidays/Events

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

NUR - 565 - Wellness and Resilience for Advanced Practice Nursing

Graduate New Course Proposal Form - 2024/25 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.

For assistance in completing this form or if you have any questions, email 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*

Graduate Nursing program redesigned the program offerings to meet accreditation requirements. The new 1-credit NUR 565 Wellness and Resilience for Advanced Practice Nursing is a required new course for the MS in Nursing Leadership program of study and projected to start in Fall 2025.

Department*

School of Nursing

New Course: * ☒ New Course ☐ Experimental (One time offering)

EFFECTIVE SEMESTER:

Semester*

Fall

Year*

2025

PROPOSED CATALOG DESCRIPTION:

Course Designator*

NUR

Proposed Course #* 565

Course Type: *

Nursing

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). *

Wellness & Resilience

Long Course Title* Wellness and Resilience for Advanced Practice Nursing

Course Description: *

This course provides advanced nursing students with experiential learning opportunities to integrate mindfulness and self-care practices into their professional and personal lives. Students will engage in activities designed to promote resilience, manage stress, and foster well-being while examining nurse leadership's critical role in addressing burnout and patient safety. Through reflection, interactive sessions, and evidence-based interventions, students will learn to apply mindfulness principles to enhance team collaboration, support diversity, and create a culture of safety and wellness in healthcare settings. The course focuses on experiential learning as a foundation for personal growth and effective leadership in advanced nursing practice.

Prerequisites:

Admission to the graduate M.S. in Nursing Leadership program or with faculty permission.

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: * 1

Can this course be ...

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:
Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.

☐ Distance Synchronous Learning ☐ Hybrid/Blended ☒ Hyflex ☐ 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

Course Instructor *

Dr. Kelley Strout

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 NURSING**

NUR 565 Wellness and Resilience for Advanced Practice Nursing
Course Syllabus and Schedule
Fall 2025

Course Description:

This course provides advanced nursing students with experiential learning opportunities to integrate mindfulness and self-care practices into their professional and personal lives. Students will engage in activities designed to promote resilience, manage stress, and foster well-being while examining nurse leadership's critical role in addressing burnout and patient safety. Through reflection, interactive sessions, and evidence-based interventions, students will learn to apply mindfulness principles to enhance team collaboration, support diversity, and create a culture of safety and wellness in healthcare settings. The course focuses on experiential learning as a foundation for personal growth and effective leadership in advanced nursing practice.

Credits: 1.0

Faculty: Kelley Strout, Ph.D., RN
244 Dunn Hall
207-581-2601
kelley.strout@maine.edu

Meetings: See the schedule at the end of the syllabus and Zoom link posted in BrightSpace

Course Delivery: Hyflex

Prerequisites: Admission into the MS in Nursing Leadership program, or department permission

Learning Tools: Learners will need access to broadband internet, Brightspace, Zoom, and internet a capable laptop/computer/tablet. Learners need a private, quiet, and confidential space.

Required Materials:

Sneakers and comfortable clothing designed for movement are required. A yoga mat or Zafu are optional.

Course Philosophy: We will cultivate an inclusive classroom environment that minimizes learner anxiety and promotes active learning. Faculty will model respect and civility and encourage curiosity about uncomfortable or controversial topics. The faculty's authentic intention is for learners to feel comfortable and empowered to ask questions and express opinions without fear of embarrassment or criticism.

Learning Objectives (map to link course objectives to program objectives and accreditation requirements in Appendix A):

After completing this course, the student will be able to:

- Develop a commitment to self-care, personal health, and well-being to build resilience and cultivate capacity for nursing leadership.
- Analyze nurse burnout as a critical safety risk that impacts the quality of care and patient outcomes.
- Design an evidence-based intervention that integrates mindfulness techniques to promote well-being, resilience, and a just culture of safety.
- Apply mindful communication techniques to foster a just culture of safety, enhance interdisciplinary collaboration, and reduce stress-related errors in healthcare settings.
- Apply mindfulness techniques to improve communication skills, fostering active listening, empathy, and clarity in interactions with patients, families, and interdisciplinary teams.
- Evaluate the role of mindfulness in enhancing clinical judgment and decision-making, incorporating evidence-based practices to improve critical thinking and patient outcomes.
- Evaluate the effectiveness of mindfulness interventions in reducing nurse burnout, enhancing clinical judgment, and improving the quality and safety of care delivery.
- Analyze how mindfulness-based interventions can reduce implicit bias, promote diversity, equity, and inclusion, and strengthen culturally responsive care practices.

COURSE ASSIGNMENTS

<u>Activity</u>	<u>Percentage of grade</u>
Weekly Wellness & Leadership Reflections	50%
Wellness and Mindfulness Self-Care Plan	25%
Team Burnout Intervention Plan	25%
	100%

All assignments and averages of grades are stated as whole numbers and are not rounded up. All assignments are due before class starts on the stated due date. Unexcused late assignments are not accepted.

The following criteria have been adopted for plus/minus grades in all nursing courses per the Handbook:

A	=	100 - 92
A-	=	91 - 90
B+	=	89 - 88
B	=	87 - 82
B-	=	81 - 80
C+	=	79 - 78
C	=	77
C-	=	76 - 70

Synchronous Session Participation (Not counted toward overall course percentages)

What you do: Respectfully engage in the learning community. You are required to attend seven live online sessions. The times and dates are listed in MaineStreet, BrightSpace, and the class schedule.

Why course participation is important: Mindfulness and wellness are experiential and evolving concepts that require practice, engagement, and personal critique. Your health and well-being are essential to your success as an advanced practice nurse leader. Participating in and practicing various practices to support your holistic success is key to applying them in your day-to-day life as a graduate nursing student and future advanced practice nurse leader. In this class, you will engage in various practices and determine which ones work for you now. You will only learn what works and doesn't work if you practice, and class time and homework are a safe and effective place to practice before you enter the advanced practice workforce.

How to participate: Before our course meetings, prepare by completing the wellness reflections homework. Attendance at course meetings is vital. If you are going to miss a class, you need to contact the course faculty **before** the meeting time via email. Unfortunately, because of the respectful and private learning environment we will create throughout the semester, in-class activities cannot be "made up," and meetings will not be recorded. I encourage you to connect with peers when you miss a meeting so they can provide an overview of what was covered, and the two of you can practice together. If there are ongoing barriers to participating and engaging with the course, please contact course faculty early to develop a plan.

- **Be on Time:** Show up to the classroom or log in to the session at least five minutes early to allow enough to settle into the room. To promote community and online safety, your camera must be turned on at the start of the class. Be ready to work when the class time begins.

- **Be Professional and Compassionate:** This is a professional education program and an extension of the field; therefore, you are expected to treat class time as a professional setting. Please turn off cell phones and emails during class time and practice mindful listening and communication within the class community.
- **Be Prepared:** Practice the assignment mindfulness activities each week. Honestly reflect and engage in the practice and come to class prepared to discuss your experiences (good, bad, and neutral).
- **Be Curious:** This is a different type of learning. You may have previous thoughts and beliefs about mindfulness or your ability to engage in the practice. Stay open and curious.
- **No cross-talk—**Do not offer advice to other learning community members. This course is founded on the nursing concepts of compassion, self-care, and patient-centered care. We believe that everyone knows what is best for their body. Throughout the course, participants will learn what works or doesn't work for them. They may also learn about the people, experiences, foods, and more that drive positive, negative, or neutral experiences. These experiences will be different for everyone.
- **Engage in self-care:** Meditation can be risky. Some experience a heightened response to emotions, and meditations may be more intense during class. Always listen to your body. The instructor will provide guidance and prompts to help students through challenges. Additional support and resources will be posted in BrightSpace.

How you will be evaluated: An absence is when you are not present at a live online course meeting, and faculty were not made aware. **Two absences will result in a failing grade (C-).** During class, your wellness reflection homework will be critiqued and discussed with course faculty and peers. There is no correct or incorrect reflection or critique or in-class participation option. You are only asked to provide feedback to your peers or yourself throughout the class period to earn participation credit. You will be asked to try various practices discussed each week. If the practices and activities do not work for you, you will only be asked to reflect and critique why they do not work or explore why other strategies work better. You can engage in this level of participation orally or in writing on your holistic data collection homework.

1 absence- no penalty

2 absences- automatic C-

Weekly Wellness and Leadership Reflections (50% of the total grade, 11 reflections)

What is Weekly Wellness & Leadership Reflection? For the first 7 weeks of class, you will engage in approximately 45 minutes of weekly mindfulness practices. You will engage in reflective journaling about your experience. During the last 7 weeks of the class, you will examine the effects of burnout on patient safety and explore interventions to reduce burnout and improve safety in the healthcare environment. You will complete 11 worksheets throughout the semester. The course will allow space to discuss, critique, and share personal reflections and observations.

Why Weekly Wellness & Leadership Reflections are Important: This course discusses self-exploration and leadership in mindfulness and wellness. The School of Nursing aims to provide you with resources and strategies that you have within yourself to be resilient, happy, and well throughout your duration in this program. The weekly practices and reflections will guide you in exploring the most effective strategies for you and your life. Only you and your body know what is best. The school also wants to prepare you to lead healthy, thriving teams. The weekly leadership reflections will guide you in exploring strategies that promote team well-being and resilience and improve healthcare quality and safety. The weekly reflection homework will also help prepare you to write your Wellness and Mindfulness Self-Care Plan and Team Burnout Intervention Plan.

How you will complete Wellness & Leadership Reflections: You will complete the quantitative and qualitative assignment questions posted in BrightSpace each week.

How your Weekly Wellness & Leadership Reflections will be evaluated: Each Weekly Wellness and Leadership Reflections will be graded for completeness. I will use the *Weekly Wellness & Leadership Reflection Rubric* to grade each homework assignment. You will earn full credit for a) completing all qualitative and quantitative questions b) providing at least four sentence responses for each open-ended question. c) using evidence to support the evidence-based questions. The rubric for the weekly reports is posted in Appendix B.

Wellness and Mindfulness Self-Care Plan (25% of the total grade)

What is the Wellness and Mindfulness Self-Care Plan? The Wellness and Mindfulness Self-Care Plan is a comprehensive assignment designed to integrate your mindfulness practices, qualitative reflections, and quantitative data analysis into a personalized strategy for promoting well-being and preventing burnout. Over the past seven weeks, you have engaged in mindfulness activities and monitored your stress levels and well-being using tools such as the Oldenburg Burnout Inventory (OBI) and the Perceived Stress Scale (PSS-4). This plan will reflect on your journey, analyze your experiences and data, and culminate in an actionable wellness plan tailored to your needs as a graduate nursing student and future healthcare leader.

Why is the Wellness and Mindfulness Self-Care Plan important in this course? This plan fosters self-awareness and resilience by encouraging reflection on stress levels, mindfulness practices, and overall well-being, helping you develop strategies to thrive in challenging environments. It enhances your ability to manage stress and lead with compassion, aligning with nursing competencies such as fostering caring relationships (2.1d, 2.1e) and promoting a culture of wellness and safety (5.2g). Additionally, the plan emphasizes maintaining work-life balance, proactively addressing burnout, and cultivating holistic wellness, which is essential for long-term success in nursing practice.

How you will complete the Wellness and Mindfulness Self-Care Plan Your report will follow the outline below:

Introduction (1–2 pages)

- Provide an overview of your mindfulness journey during the course.
- State the purpose of the assignment: reflecting on well-being, analyzing burnout data, and creating a personalized wellness plan.

Reflection and Qualitative Analysis (2–3 pages)

- **Review Weekly Journals:** Identify recurring themes, insights, and challenges.
- **Discuss the Impact of Mindfulness:** Reflect on how mindfulness influenced stress reactivity, emotional regulation, and self-awareness.
- **Address Challenges:** Highlight obstacles you faced in practicing mindfulness and how you overcame them.
- **Practical Implementation:** Explain when, where, and how you practiced mindfulness and the strategies that supported your consistency.

Quantitative Analysis (2–3 pages)

- **Data Collection:** Present OBI and PSS-4 scores from Week 1 and Week 7. Track weekly scores and minutes spent on mindfulness practices in a table or chart.
- **Data Trends:** Analyze changes in your scores over time. Compare your findings to national benchmarks or literature on burnout and stress.
- **Visualization:** Create graphs (e.g., line or bar charts) to represent your data visually.

Personalized Burnout Prevention and Wellness Plan (2–4 pages)

- Develop strategies for incorporating mindfulness into your daily routine, managing stress, and maintaining work-life balance.
- Include a timeline and specific action steps.
- Reflect on how this plan prepares you for leadership and managing uncertainty effectively.

Conclusion (1 page)

- Summarize key takeaways from your mindfulness journey since the start of the semester.
- Discuss the long-term impact of this experience on your nursing practice and leadership approach.

How your Wellness and Mindfulness Self-Care Plan will be evaluated: The *Personal Wellbeing and Resilience Lab Report* rubric is posted in Appendix C.

Team Burnout Intervention Plan (25% of the total grade)

What is the Team Burnout Intervention Plan Assignment? As a nurse leader, you will design and implement an evidence-based intervention to address team burnout. This assignment focuses on developing a detailed plan to improve team well-being, reduce stress, and foster a safety culture. The plan will incorporate mindfulness principles and strategies to address healthcare safety challenges.

Why is this assignment important? It is essential for preparing nurse leaders to address burnout and its impact on team performance and patient outcomes, foster a culture of safety and wellness within healthcare organizations, and develop the skills needed to design, implement, and evaluate interventions rooted in evidence, mindfulness, and healthy work culture principles.

How you will complete the Wellness and Mindfulness Self-Care Plan Your report will follow the outline below:

1. Introduction (1 page)

Provide a brief overview of the following to introduce your paper.

- Define the problem of burnout in nursing using evidence-based examples and data.
- Describe the area of healthcare safety you will address using data.
- Provide a brief review of the intervention you propose to implement to address the safety and burnout problem.
- Provide context for why this intervention is essential in your specific practice setting.

2. Literature Review (2–3 pages)

- Conduct a literature review of at least three peer-reviewed articles related to your proposed intervention.
- Critically evaluate the evidence and discuss how it informs the design of your intervention.

3. Proposed Intervention (3–4 pages)

- Choose one safety challenge to address using data and evidence-based, peer-reviewed references.
- Describe your intervention's alignment with improving nurse and patient safety using data and evidence-based, peer-reviewed references.
- Include strategies for managing potential interprofessional conflicts or disagreements during implementation.

4. Implementation Plan (3–4 pages)

- Detail the following components of your plan:
 - **Who:** Identify stakeholders and team members involved.
 - **What:** Specify the intervention and its components.
 - **When:** Provide a timeline for implementation and evaluation.
 - **Where:** Define the setting(s) for the intervention.
 - **How:** Explain how you will implement the intervention and measure its success.
 - Include a plan for tracking and evaluating outcomes, such as surveys, team feedback, and burnout metrics.
5. **Advocacy for Equity and Justice (1–2 pages)**
- Describe how your intervention addresses equity, diversity, and inclusion issues within your team or organization using data and evidence.
 - Discuss the potential impact on structural inequities.
6. **Discussion and Reflection (2–3 pages)**
- Reflect on how your well-being will inform your ability to implement the intervention effectively using examples from your Wellness and Mindfulness Self-Care Plan.
 - Discuss how this project aligns with course objectives and supports your role as a nurse leader.
7. **Conclusion (1 page)**
- Summarize the expected impact of your intervention on team well-being and organizational outcomes.

How your Team Burnout Prevention Plan be evaluated: The rubric for the *Team Burnout Prevention Plan* is posted in Appendix D.

COURSE POLICIES

UMaine School of Nursing Diversity, Equity & Inclusion statement: The UMaine School of Nursing community views students' identities and values as a strength. Those identities consist of (but are not limited to) many traits and beliefs, such as gender and gender identity/expression, sexual orientation, race, ethnicity and national identity, political affiliation, age, intellectual and physical ability, socio-economic class, faith and non-faith perspectives, military experience, and other characteristics. We aim to create an atmosphere where all students can learn about, from, and with each other in an equitable, collaborative environment that will encourage mutual respect and courtesy from all diverse backgrounds. A culture of belonging for all includes treating your instructor and all other participants with civility. As members of this community, the SON will provide an open, safe atmosphere for constructive dialogue based on facts of differing perspectives that must be free from harassing statements. If you have an experience that contradicts this commitment to your learning or an issue arises with another individual(s) during the semester, please contact the instructor and/or course coordinator in person or via email.

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 your name and/or pronouns. We will take time during our first class to do introductions, at which point you can share with all members of our learning community what names and pronouns you use. I will also ask this in the "Getting to know you survey." Additionally, if these change during the course, please let me know, and we can develop a way to share this information with others comfortably and safely. (Adapted from Hakkola, 2021)

UMaine 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 Mi'kmaq — 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 powers of self-governance and self-determination.

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 Rangeley Rd, 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.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 (the instructor of the course) privately as soon as possible.

Professional Conduct: You are transitioning from the student role to the professional role and are therefore expected to act accordingly. Respect others in the classroom. Side conversations during class or coming in late are disruptive and should be limited. Please recognize the formality of the professional role. Overly casual mannerisms such as using foul language, placing feet on the desk, napping or putting head down on the desk during class send a disrespectful message. Displays of disrespectful behaviors to faculty or anyone in the learning communication will be addressed and documented as an incident per School of Nursing policy.

Academic Honesty Statement: 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/>.

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

Religious Obligations: A member of any religious group may, without penalty, absent themselves from class, clinical, or lab as required in compliance with their religious obligations. Given the diverse religious faiths represented at the University of Maine School of Nursing and acknowledging the nonsectarian nature of the School of Nursing, this policy is intended to apply equitably to all religious groups and to provide opportunities for individuals to meet their religious obligations.

- The student who anticipates the need to be absent from accommodating his or her religious practice **must** notify faculty in advance of such anticipated absence. This notice should be provided at least one week in advance.
- Exams and assignments are required to be completed before the class date. No adverse or prejudicial effect shall result to any student who avails him/herself of the above policy.
- If a faculty member has questions about the request to be absent for a religious accommodation, questions may be directed to the University's Office of Equal Opportunity at 581-1226.

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

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

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

For *confidential resources off campus*: **Rape Response Services:** 1-800-310-0000 or **Spruce Run:** 1-800-863-9909.

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

Office of Sexual Assault & Violence Prevention: 207-581-1406

Office of Community Standards: 207-581-1409

University of Maine Police: 207-581-4040 or 911.

Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>



Wellness Room: A dedicated Wellness Room has been established in 202 Dunn Hall for the UMaine School of Nursing. This space will be available to all UMaine Nursing faculty, students, and staff to support the regular practice of MBSR strategies and offer a quiet location to promote peaceful reflection and mindfulness. The SON purchased meditation pillows, yoga mats, aromatherapy essential oils, noise-canceling headphones, and comfortable seating to support time for relaxation and stress relief.

MBSR Mindfulness-Based Stress Reduction (MBSR): MBSR is a vital component of the proposed resiliency training, based on extensive literature that supports the intervention as an effective technique to reduce burnout. Pioneered in 1979 by Dr. Jon Kabat-Zinn at the University of Massachusetts Medical Center, MBSR includes didactic and experiential training that teaches participants to cultivate self-awareness by redirecting attention away from past or future concerns and focusing instead on the present moment. With regular practice, participants learn to change habitual patterns and respond to stress with productive action rather than internalizing stress in reactive patterns of negative emotion. NUR214 is available for enrollment and is a 2-credit general elective for social context and values. You can select to audit this course or consider it as a graduate elective as an independent study. See Dr. Strout for more information.

COURSE SCHEDULE

Week	Topic/Objective	Assignments/Due Dates/Exams
9/2/25	Syllabus review and quiz check-in!	Due before class starts 9/4/25

9/4/25 1	<ul style="list-style-type: none"> ● Class orientation ● 1-1 meetings 	
9/11/25 2	<ul style="list-style-type: none"> ● Define “mindfulness” and its relationship to kindness and compassion ● Introduce and practice Grounding, Mindful Eating, and Body Scan ● Define formal and informal mindfulness practices 	
9/18/25 3	<ul style="list-style-type: none"> ● Introduce and practice the Mindfulness of Breathing ● Introduce and practice: 2 Feet, Breath and 3 Ps- Pause, Present, Proceed ● Describe the importance of returning to the present moment ● Engage in mindful communication 	
9/25/25 4	<ul style="list-style-type: none"> ● Describe the body’s reaction to stress ● Describe the relationship between thoughts and reality ● Engage in the practice of noticing thoughts and observing them without reacting ● Introduce and practice Mindfulness of Sound, Mindful Walking ● Introduce and apply STOP technique for stress reactivity and complex decision-making ● Discuss the physiologic response to stress in the body ● Discuss the physiologic effects of mindfulness on stress in the body 	
10/2/25 5	<ul style="list-style-type: none"> ● Introduce and practice loving kindness ● Describe how loving-kindness changes experiences and supports the growth of compassion and patient-centered care ● Introduce and practice RAIN for working with challenging emotions 	●
10/09/25 6	<ul style="list-style-type: none"> ● Introduce and practice Loving-Kindness into walking and movement ● Introduce and practice exploring unpleasant, neutral, and pleasant events ● Apply kindness and gratitude ● Discuss the physiologic hard-wiring for unpleasant and rewriting one’s nervous system 	●

10/16/25 7	<ul style="list-style-type: none"> ● Discuss wellness and mindfulness self-care ● Apply mindfulness to well-being and daily life ● Develop strategies that promote self-care management ● Role model and lead well-being and resiliency 	●
10/23/25 8	<ul style="list-style-type: none"> ● Analyze nurse burnout as a critical safety risk that impacts the quality of care and patient outcomes. ● Examine current data on nursing burnout 	
11/6/25 9	<ul style="list-style-type: none"> ● Analyze how mindfulness-based interventions can reduce implicit bias, promote diversity, equity, and inclusion, and strengthen culturally responsive care practices. ● Explore non-reactive communication and inclusive leadership strategies 	
11/13/25 10	<ul style="list-style-type: none"> ● Evaluate the effectiveness of mindfulness interventions in reducing nurse burnout, enhancing clinical judgment, and improving the overall quality and safety of care delivery. ● Examine organizational-level mindfulness interventions to prevent burnout and improve patient safety 	
11/20/25	<ul style="list-style-type: none"> ● Evaluate the role of mindfulness in enhancing clinical judgment and decision-making, incorporating evidence-based practices to improve critical thinking and patient outcomes 	
11/27/23 11	THANKSGIVING BREAK	

12/11/25 12	<ul style="list-style-type: none">● Design an evidence-based intervention that integrates mindfulness techniques to promote well-being, resilience, and a just culture of safety.	
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Appendix A

NUR 565 Course Mapping

Course Objectives	MSN Program Outcomes	AACN Essential	Evaluation/Assessment
<p>Self-Care and Leadership Development</p> <p>Develop a commitment to self-care, personal health, and well-being to build resilience and cultivate capacity for nursing leadership.</p>	<p>Develop a commitment to self-care, personal health, and well-being and develop a capacity for nursing leadership</p> <p>Integrate, promote, and advance ethical scholarship to advance health and promote best practice.</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>Contribute to the creation of evidence-based structures, policies, and processes that promote quality improvement and a just culture of safety.</p>	<p>Domain Two: Person-Centered Care</p> <p>2.8f: Develop strategies that promote self-care management. 2.8g: Incorporate the use of current and emerging technologies to support self-care management. 2.8h: Employ counseling techniques, including motivational interviewing, to advance wellness and self-care management. 2.8i: Evaluate adequacy of resources available to support self-care management. 2.1d: Promote caring relationships to effect positive outcomes. 2.1e: Foster caring relationships.</p> <p>Domain Four: Scholarship for the Nursing Discipline</p> <p>4.1h: Apply and critically evaluate advanced knowledge in a defined area of nursing practice. 4.1i: Engage in scholarship to advance health. 4.2f: Use diverse sources of evidence to inform practice. 4.2h: Address opportunities for innovation and changes in practice. 4.2j: Articulate inconsistencies between practice policies and best evidence.</p> <p>Domain Five: Quality and Safety</p> <p>5.3f: Foster a just culture reflecting civility and respect. 5.3h: Role model and lead well-being and resiliency for self and team.</p> <p>Domain Ten: Personal, Professional, and Leadership Development</p> <p>10.1c: Contribute to an environment that promotes self-care, personal health, and well-being. 10.1d: Evaluate the workplace environment to determine the level of health and</p>	<p>Wellness and Mindfulness Self-Care Plan</p> <p>Team Burnout Intervention Plan</p> <p>Weekly Wellness & Leadership Reflections</p>

		<p>well-being.</p> <p>10.2g: Demonstrate cognitive flexibility in managing change within complex environments.</p> <p>10.3o: Demonstrate leadership skills in times of uncertainty and crisis.</p>	
<p>Burnout as a Safety Risk</p> <p>Analyze nurse burnout as a critical safety risk that impacts the quality of care and patient outcomes.</p> <p>Design an evidence-based intervention that integrates mindfulness techniques to promote well-being, resilience, and a just culture of safety.</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>Develop collaborative strategies with stakeholders to evaluate and advocate for population-focused health priorities, implement sociocultural responsive plans, and advance equitable health policy change.</p> <p>Contribute to the creation of evidence-based structures, policies, and processes that promote quality improvement and a just culture of safety.</p> <p>Develop a commitment to self-care, personal health, and well-being and develop a capacity for nursing leadership</p>	<p>Domain Two: Person-Centered Care</p> <p>2.1 Engage with the individual in establishing a caring relationship (2.1 d-e)</p> <p>2.8f: Develop strategies that promote self-care management.</p> <p>2.8i: Evaluate adequacy of resources available to support self-care management.</p> <p>2.5j: Develop evidence-based interventions to improve outcomes and safety.</p> <p>Domain Three: Population-Health</p> <p>3.3e: Advocate for interventions that maximize cost-effective, accessible, and equitable resources for populations.</p> <p>Domain Five: Quality and Safety</p> <p>5.2i: Design evidence-based interventions to mitigate risk.</p> <p>5.3e: Advocate for structures, policies, and processes that promote a culture of safety and prevent workplace risks and injury.</p> <p>5.3f: Foster a just culture reflecting civility and respect.</p> <p>5.3h: Role model and lead well-being and resiliency for self and team.</p> <p>Domain Ten: Personal, Professional, and Leadership Development</p> <p>10.1d: Evaluate the workplace environment to determine the level of health and well-being.</p> <p>10.3k: Influence intentional change guided by leadership principles and theories.</p> <p>10.3l: Evaluate the outcomes of intentional change.</p> <p>10.3o: Demonstrate leadership skills in times of uncertainty and crisis.</p>	

		10.3q: Advocate for the nursing profession in a manner that is consistent, positive, relevant, accurate, and distinctive.	
<p>Mindful Communication</p> <p>Apply mindful communication techniques to foster a just culture of safety, enhance interdisciplinary collaboration, and reduce stress-related errors in healthcare settings.</p> <p>Apply mindfulness techniques to improve communication skills, fostering active listening, empathy, and clarity in interactions with patients, families, and interdisciplinary teams.</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>Integrate, promote, and advance ethical scholarship to advance health and promote best practice.</p> <p>Facilitate effective healthcare experiences and outcomes by partnering with interprofessional teams.</p> <p>Develop a commitment to self-care, personal health, and well-being and develop a capacity for nursing leadership</p>	<p>Domain Two: Person-Centered Care 2.1d: Promote caring relationships to effect positive outcomes. 2.1e: Foster caring relationships.</p> <p>Domain Four: Scholarship for the Nursing Discipline 4.2f: Use diverse sources of evidence to inform practice. 4.2g: Lead the translation of evidence into practice. 5.2g: Evaluate the alignment of system data and comparative patient safety benchmarks. 4.2j: Articulate inconsistencies between practice policies and best evidence. Domain Six: Interprofessional Partnerships 6.1i: Demonstrate capacity to resolve interprofessional conflict. 6.4h: Manage disagreements, conflicts, and challenging conversations among team members.</p> <p>Domain Ten: Personal, Professional, and Leadership Development</p> <p>10.2g: Demonstrate cognitive flexibility in managing change within complex environments.</p> <p>10.3n: Participate in the evaluation of other members of the care team.</p> <p>10.3j: Provide leadership to advance the nursing profession.</p> <p>10.3p: Advocate for the promotion of social justice and eradication of structural racism and systematic inequity in nursing and society.</p>	<p>Wellness and Mindfulness Self-Care Plan</p> <p>Team Burnout Intervention Plan</p> <p>Weekly Wellness & Leadership Reflections</p>
<p>Mindfulness and Clinical Judgment</p> <p>Evaluate the role of mindfulness in enhancing clinical judgment and decision-making, incorporating evidence-</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>Integrate, promote, and advance ethical scholarship to advance health and promote best practice.</p>	<p>Domain Two: Person-Centered Care</p> <p>2.8j: Foster partnerships with community organizations to support self-care management.</p> <p>Domain Four: Scholarship for the Nursing Discipline</p>	<p>Wellness and Mindfulness Self-Care Plan</p> <p>Team Burnout Intervention Plan</p>

<p>based practices to improve critical thinking and patient outcomes.</p> <p>Evaluate the effectiveness of mindfulness interventions in reducing nurse burnout, enhancing clinical judgment, and improving the overall quality and safety of care delivery.</p>	<p>Contribute to the creation of evidence-based structures, policies, and processes that promote quality improvement and a just culture of safety.</p> <p>Develop a commitment to self-care, personal health, and well-being and develop a capacity for nursing leadership</p>	<p>4.2g: Lead the translation of evidence into practice.</p> <p>4.2i: Collaborate in the development of new/revised policy or regulation in the light of new evidence.</p> <p>Domain Five: Quality and Safety</p> <p>5.2i: Design evidence-based interventions to mitigate risk.</p> <p>5.3h: Role model and lead well-being and resiliency for self and team.</p> <p>5.3e: Advocate for structures, policies, and processes that promote a culture of safety and prevent workplace risks and injury.</p> <p>5.3f: Foster a just culture reflecting civility and respect.</p> <p>Domain Ten: Personal, Professional, and Leadership Development</p> <p>10.2g: Demonstrate cognitive flexibility in managing change within complex environments.</p> <p>10.2h: Mentor others in the development of their professional growth and accountability.</p> <p>10.3l: Evaluate the outcomes of intentional change.</p> <p>10.1d: Evaluate the workplace environment to determine the level of health and well-being.</p> <p>10.3k: Influence intentional change guided by leadership principles and theories.</p> <p>10.3m: Evaluate strategies/methods for peer review.</p> <p>10.3l: Evaluate the outcomes of intentional change.</p>	<p>Weekly Wellness & Leadership Reflections</p>
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<p>Diversity, Equity, and Inclusion</p> <p>Analyze how mindfulness-based interventions can reduce implicit bias, promote diversity, equity, and inclusion, and strengthen culturally responsive care practices.</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>Develop collaborative strategies with stakeholders to evaluate and advocate for population-focused health priorities, implement sociocultural responsive plans, and advance equitable health policy change.</p> <p>Contribute to the creation of evidence-based structures, policies, and processes that promote quality improvement and a just culture of safety.</p> <p>Develop a commitment to self-care, personal health, and well-being and develop a capacity for nursing leadership</p>	<p>Domain Two: Patient-Centered Care</p> <p>2.8j: Foster partnerships with community organizations to support self-care management.</p> <p>Domain Three: Population-Health</p> <p>Domain 3: 3.3e: Advocate for interventions that maximize cost-effective, accessible, and equitable resources for populations.</p> <p>Domain Five: Quality and Safety</p> <p>5.2i: Design evidence-based interventions to mitigate risk.</p> <p>5.3f: Foster a just culture reflecting civility and respect.</p> <p>Domain Ten: Personal, Professional, and Leadership Development</p> <p>10.3p: Advocate for the promotion of social justice and eradication of structural racism and systematic inequity in nursing and society.</p> <p>10.3q: Advocate for the nursing profession in a manner that is consistent, positive, relevant, accurate, and distinctive.</p>	<p>Wellness and Mindfulness Self-Care Plan</p> <p>Team Burnout Intervention Plan</p> <p>Weekly Wellness & Leadership Reflections</p>
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Wellness and Mindfulness Self-Care Plan (25%) (Domain Two: 2.1d, 2.1e, 2.8f, 2.8, 1; Domain 4: 4.1h, 4.2f, 4.2g; Domain 5: 5.2g, 5.3h; Domain 10: 10.1c, 10.3o, 10.3n

Team Burnout Intervention Plan (25%) (Domain Two: 2.8j; Domain Four: 4.1h, 4.2f, 4.2g, 4.2i; Domain Five: 5.2i, 5.3e, 5.3f; Domain Six: 6.1l, 6.4h; Domain Ten: 10.2g, 10.3k, 10.3l, 10.3p).

Weekly Wellness & Leadership Reflections (50%) (Domain Two: 2.1d, 2.1e, 2.8f, 2.8, 2.8j1; Domain 4: 4.1h, 4.2f, 4.2g, 4.2i; Domain 5: 5.2g, 5.3h; 5.2i; 5.3e, 5.3f; Domain 6: 6.1l, 6.4h; Domain 10: 10.1c, 10.2g, 10.3k, 10.3o, 10.3n10.3p ; Domain Two: 2.8j; Domain Four: 4.1h, 4.2f, 4.2g, 4.2i; Domain Five: 5.2i, 5.3e, 5.3f; Domain Six: 6.1l, 6.4h;

Appendix B: Weekly Wellness and Leadership Reflections Rubric

Criteria	Beginning (0-59%)	Developing (60-74%)	Proficient (75-89%)	Exemplary (90-100%)
Completeness (40%)	Many required components are missing or incomplete.	Some components are incomplete, or questions are partially addressed.	All required components are complete with minor omissions or errors.	All components are complete, and responses exceed expectations for thoroughness and quality.
Depth of Responses (30%)	Responses are minimal, with less than four sentences per open-ended question.	Responses meet the minimum length but lack depth or critical thought.	Responses are thoughtful, with four or more sentences for each open-ended question.	Responses are insightful, well-articulated, and demonstrate critical thinking and self-reflection.
Use of Evidence (20%)	No evidence is used to support answers, or evidence is irrelevant or unclear.	Limited or basic use of evidence to support responses.	Relevant evidence is used to support responses and demonstrate understanding of concepts.	Evidence is expertly integrated, showing strong understanding and connection to evidence-based practices.
Engagement and Effort (10%)	Minimal effort is apparent; responses lack engagement with the material.	Effort is inconsistent; responses demonstrate partial engagement with mindfulness or leadership topics.	Effort is evident, and responses show engagement with mindfulness and leadership practices.	Outstanding effort; responses reflect deep engagement, enthusiasm, and a commitment to personal growth.

Appendix C: Wellness and Mindfulness Self-Care Plan Rubric

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Criteria	Beginning (0-59%)	Developing (60-74%)	Proficient (75-89%)	Exemplary (90-100%)
Introduction	Introduction is unclear or lacks focus or data.	Somewhat clear but lacks logical flow; key elements are missing.	Clear overview with minor gaps in flow or purpose alignment.	Well-organized and fully aligned with assignment objectives.
Reflection on Mindfulness	Minimal or no reflection on mindfulness journey.	Brief reflection with limited personal insights or connections.	Reflective with relevant insights that connect mindfulness to well-being.	Deeply reflective and insightful, showcasing challenges and celebrations associated with mindfulness and well-being.
Purpose of Assignment	Assignment purpose is absent or unclear.	Assignment purpose is partially articulated but lacks depth or relevance.	Clear articulation of purpose with relevant connections to nursing competencies.	Thorough articulation of purpose, strongly tied to course goals and nursing competencies.
Reflection and Qualitative Analysis	Minimal or surface-level analysis of weekly journals; lacks depth.	Partial reflection on journals with limited analysis of themes or challenges.	Thoughtful and well-supported reflection with clear analysis of themes, insights, and challenges.	Comprehensive, critical analysis demonstrating depth and nuance in reflections on themes, insights, and challenges .
Impact of Mindfulness	Limited or no discussion on the impact of mindfulness	Basic discussion of mindfulness impact with minimal connections to emotional regulation or self-awareness.	Detailed and relevant discussion of mindfulness' impact on stress, emotional regulation, and self-awareness.	Rich discussion showcasing significant growth and strong connections to nursing practice

Addressing Challenges	No or limited mention of challenges or strategies for overcoming them.	Brief mention of challenges, but strategies for overcoming them are unclear or insufficient.	Clear identification of challenges with practical strategies for overcoming them.	Detailed analysis of challenges with innovative and actionable strategies for overcoming barriers.
Quantitative Analysis	Data is incomplete or presented unclearly.	Some data provided, but presentation lacks organization or clarity.	Complete data collection with clear presentation in tables or charts.	Comprehensive data presented in a highly organized and visually engaging format.
Data Collection & analysis of trends	Minimal or no analysis of data trends	Basic analysis with limited insights into trends or comparisons to benchmarks.	Detailed analysis of trends with connections to benchmarks or literature.	Sophisticated analysis that connects trends to benchmarks, literature, and mindfulness practices.
Visualization	Graphs or charts are missing, unclear, or inaccurate	Graphs/charts are present but lack clarity or fail to effectively represent data	Accurate and clear visualizations that enhance understanding of data	Highly effective, professional-quality visualizations that illuminate key insights
Personalized Burnout Prevention and Wellness Plan (25%)				
Specific Strategies	Few or no strategies provided, or strategies are vague and impractical.	Some strategies provided, but they lack specificity or feasibility.	Clear and actionable strategies for mindfulness, stress management, and work-life balance.	Comprehensive, strategies that are highly actionable and tailored to personal and professional needs and fall from the weekly reflections.
Timeline and Action Steps	Timeline and steps are missing or unclear.	Timeline and steps are present but lack detail or alignment with strategies.	Detailed timeline and steps that align with strategies and goals.	Highly detailed, realistic timeline with specific steps that demonstrate

				thoughtful planning and alignment.
Leadership Preparation	Limited or no reflection on leadership readiness.	Some reflection on leadership but lacks depth or alignment with wellness goals.	Clear reflection on how the plan supports leadership and managing uncertainty.	Thorough reflection demonstrating deep insight into leadership readiness and alignment with wellness strategies.
Conclusion (5%)				
Summary of Key Takeaways	Minimal or unclear summary.	Basic summary, missing key insights or connections.	Clear summary with relevant insights and connections to nursing practice.	Compelling summary showcasing depth of insight and strong connections to professional and personal growth.
Long-Term Impact	Little or no discussion of the long-term impact.	Brief mention of impact with limited depth.	Clear and thoughtful discussion of the long-term impact on nursing practice.	Insightful and deeply reflective discussion of the enduring impact on personal well-being and leadership.

Appendix D: Team Burnout Intervention Plan (25% of the total grade)

Criteria	Beginning (1-69%)	Developing (70-79%)	Proficient (80-89%)	Exemplary (90-100%)
Introduction	Lacks clarity; minimal definition of burnout; little to no supporting data or evidence; intervention lacks justification.	Defines burnout with some evidence but lacks depth; healthcare safety area identified but weakly supported; intervention briefly introduced but lacks clear relevance.	Clearly defines burnout with strong supporting data; connects intervention to healthcare safety; provides adequate rationale for intervention.	Thoroughly defines burnout using compelling evidence; strong connection to healthcare safety; intervention is well-justified and contextually relevant.
Literature Review	Lacks peer-reviewed sources or uses irrelevant articles; little to no critical evaluation of evidence.	Includes three sources but lacks critical evaluation; weak connection between evidence and intervention design.	Uses at least three peer-reviewed articles; effectively evaluates evidence; connects literature to intervention.	Uses high-quality, peer-reviewed articles; critically evaluates evidence; provides strong justification for intervention using data.
Proposed Intervention	Intervention is vague, lacks evidence, or does not clearly relate to nurse and patient safety.	Intervention is described but lacks detail on safety improvements; limited use of data and references; conflict management strategies are unclear.	Clearly describes intervention with evidence-based support; links intervention to nurse and patient safety; includes conflict management strategies.	Exceptionally detailed, evidence-based intervention; strong connection to safety outcomes; includes thoughtful conflict resolution strategies.
Implementation Plan	Missing key implementation details; lacks specificity in	Provides some details on stakeholders, timeline, and	Clearly outlines stakeholders, timeline, setting, and methods for	Comprehensive and detailed plan; well-structured

	stakeholders, timeline, or evaluation methods.	evaluation but lacks clarity or specificity in key areas.	measuring success; addresses evaluation strategies.	implementation with strong evaluation strategies; clear feasibility.
Advocacy for Equity and Justice	Does not address equity, diversity, or inclusion; lacks supporting evidence.	Mentions equity and inclusion but lacks depth; minimal discussion of structural inequities.	Thoughtful discussion on equity, diversity, and inclusion; supported with data and evidence.	Thorough analysis of equity and justice; intervention meaningfully addresses structural inequities; well-supported by data.
Discussion and Reflection	Minimal reflection; lacks connection to self-care plan or course objectives; weak analysis of leadership role.	Provides some reflection but lacks depth; connects to self-care plan but without strong insight.	Thoughtful reflection on self-care and leadership role; aligns with course objectives; includes examples.	Deep, insightful reflection; connects self-care plan to implementation effectiveness; strong alignment with course and leadership goals.
Conclusion	Does not summarize key points; lacks clarity on impact.	Brief summary with some discussion of impact but lacks depth.	Clearly summarizes expected impact on team well-being and outcomes.	Exceptionally clear, concise, and impactful conclusion; effectively ties together key findings.
Writing Quality, Organization, APA Formatting	Frequent grammar, spelling, and formatting errors; poor organization; APA not followed.	Some grammar or formatting issues; APA style inconsistently applied; organization needs improvement.	Well-organized; minimal errors; mostly adheres to APA style.	Exceptional writing; clear organization; no errors; perfect APA formatting.

SFR - 516 - Unoccupied Aircraft Systems in the Forest Environment

Graduate New Course Proposal Form - 2024/25 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 <https://umaine.edu/provost/faculty-staff-resources/syllabus-guidelines-for-faculty/>.

For assistance in completing this form or if you have any questions, email 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 course is intended to be part of a new forestry certificate program within SFR. Its target audience consists of grad students and non-degree working professionals seeking to upskill or refresh their existing skills in remote sensing/ Unoccupied Aerial Systems, with a focus on forestry and the forest environment.

Department* _____

New Course: * ☒ New Course ☐ Experimental (One time offering)

EFFECTIVE SEMESTER:

Semester*

Fall

Year*

2025

PROPOSED CATALOG DESCRIPTION:

Course Designator*

SFR

Proposed Course #* 516

Course Type: *

Forest Resources

Short Course Title UAS in Forestry
(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* Unoccupied Aircraft Systems in the Forest Environment

Course Description:* Comprehensive training in using small Unoccupied Aircraft Systems (sUAS) for aerial surveys in support of forestry and related natural resource applications. Students will gain proficiency in FAA regulations for commercial sUAS operations, preparing them for the Airman Knowledge Test and acquiring a Remote Pilot certification. A combination of hands-on field work, demonstrations, and exercises will provide students with the opportunity to gain proficiency in the safe operation of advanced aerial imaging systems to survey forested environments. Innovative tools and software will be used for photogrammetric image processing, data production, and analysis of image-based data and map products. Understanding ethical practices and regulatory compliance for image data acquisition will also be covered. Cr 3.

Prerequisites: While not required, basic computer literacy and introductory knowledge of Geographic Information Systems are strongly encouraged.

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:
Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.

☐ Distance Synchronous Learning ☒ Hybrid/Blended ☐ Hyflex ☐ 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 *

A curated list of websites and online resources, videos, demonstrations, and computer-based workflows.

Course Instructor *

Tony Guay, Remote Sensing Specialist, Wheatland Geospatial Lab.

Teaches SFR 106 and occasionally supports SFR 406 during fall semesters.

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

☒ Yes
☐ No

Proposed Resources: ☐ No. The academic unit will not request additional resources for the course ☒ Yes
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? *

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

None foreseen.

Course Frequency: ☐ No. The course will be offered each fall semester. Some overlap with SFR 406, but not significantly.
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. *

SFR 516 – Unoccupied Aircraft Systems in the Forest Environment

Using UAVs to help see the forest for the trees...

Fall Semester 2025

Thursdays

5:00 – 7:00 pm

254 Nutting & outdoors

Course Description

Comprehensive training in using small Unoccupied Aircraft Systems (sUAS) for aerial surveys in support of forestry and related natural resource applications. Students will gain proficiency in FAA regulations for commercial sUAS operations, preparing them for the Airman Knowledge Test and acquiring a Remote Pilot certification. A combination of hands-on field work, demonstrations, and exercises will provide students with the opportunity to gain proficiency in the safe operation of advanced aerial imaging systems to survey forested environments. Innovative tools and software will be used for photogrammetric image processing, data production, and analysis of image-based data and map products. Understanding ethical practices and regulatory compliance for image data acquisition will also be covered. Cr 3.

Prerequisites

While not required, basic computer literacy and introductory knowledge of Geographic Information Systems are strongly encouraged.

Instructor

Tony Guay
Remote Sensing Specialist
Wheatland Geospatial Lab
Office: 260 Nutting Hall
Mailbox in 253 Nutting Hall
anthony.p.guay@maine.edu

Office/ student hours: by appointment

Course Delivery Method

In-person and online. In-person lectures and field labs will occur weekly and be supplemented by asynchronous content each week.

Digital Services

Brightspace, Google Drive, Microsoft OneDrive, Zoom. Course specific software will be made available during the course (see technology requirements listed below).

Instructional Materials

A curated list of websites and online resources, videos, demonstrations, and computer-based workflows.

Technology Requirements

A laptop with Windows 11 and capable of running current versions of ArcGIS Pro, ArcGIS Drone2Map, and Global Mapper Pro. The School of Forest Resources (SFR) has a limited number of laptops available to loan out. A mapping-capable sUAS is also highly recommended (suggested options from the Blue and Green UAS Cleared Lists will be provided at least one month prior to the start of the semester).

Course Goals & Objectives

Learn how to ethically use sUAS to develop actionable aerial surveys and related data and map products of forested environments to support good decision-making in professional forestry, forest conservation, and related disciplines.

Develop knowledge and skill set in efficient imagery collection and geospatial data and map product generation, applicable across diverse disciplines for a wide range of real-world applications.

Learning Outcomes

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

- Explain the ethical use of sUAS and how to safely and responsibly operate an unoccupied aerial vehicle (UAV) [classroom & field].
- Complete the FAA Remote Pilot Certification exam to become a licensed UAV operator (includes practice exams) [classroom].
- Describe and discuss common sUAS use cases in professional forestry and related disciplines [classroom & field].
- Develop meaningful project objectives for sUAS aerial surveys (collecting imagery and map products) [classroom].
- Carefully plan for successful UAV flights that follow relevant guidelines and regulations [classroom & field].
- Post-process your aerial survey data and develop related map products to support good decision-making processes [classroom].

Grading & Course Expectations

Grading Criteria

In-class activities and assignments will provide hands-on experience and real-world practice with topics covered each week (see Course Schedule). Quizzes will be cumulative and cover concepts and skills previously covered based on the Course Schedule.

Bi-weekly quizzes	30%
In-class activities (weekly) and lab reports (3)	30%
Commercial Remote Pilot Cert. practice exams (2)	20%
Final project (solo or paired)	20%
 Total	 100%

Grading System

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B- (equivalent to a failure in graduate programs)

Attendance Policy

Attendance is **MANDATORY** at all lectures/ labs and will be essential for doing well on quizzes, lab reports, exams, and the final project. Students missing class for a legitimate reason should notify the instructor **prior to lab**, to arrange a make-up lab. Failure to do so will result in a zero for that week. **Two missed class sessions will result in an L grade for the course (a failure for nonattendance)** unless make-up assignments with the instructor can be arranged in a timely manner.

Teaching Procedures

Labs will follow the published syllabus as closely as possible - a revised syllabus will be provided via Brightspace if needed. There is one lab session scheduled each week. Slide decks or pre-recorded videos of each lecture will be provided via Brightspace when available. **Students will complete bi-weekly quizzes in Brightspace beginning the second lecture/ lab session.**

Laboratory Expectations

Closed-toe shoes must be worn during field lab sessions (no sandals). Students must arrive promptly for each lab session. **No labs will be canceled due to weather, unless directed by the University (i.e., classes are canceled).**

Materials to bring to lab:

- all field/ safety gear – safety glasses, vest, hardhat (limited availability upon request)
- closed-toe shoes (no sandals) – boots preferred
- proper tick prevention (long pants, long-sleeved shirt, etc.)
- clipboard, pen or pencil for lab exercises and notes

Required Syllabus Information [<https://umaine.edu/provost/faculty-staff-resources/syllabus-guidelines-for-faculty/>]

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/>

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 **Northern Light Primary Care, University of Maine: 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 \(opens in a new window\)](#).

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 Rangeley Rd, 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/. 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 instructor of the course) privately as soon as possible.

Professional Guidelines and Expectations

Students are expected to adhere to the "**Professional Guidelines and Expectations for School of Forest Resources Students**" which may be obtained at the following site:

<https://forest.umaine.edu/student-resources>

AI Use Policy: Use minimally. The learning outcomes of this course focus on critical thinking, creativity, and furthering your mastery of the fundamental skills and the body of knowledge addressed in this course. For these reasons, you may submit assignments on which you have minimally relied on genAI services for such things as spell checking, grammar checking, debugging, filling in the background of images, and similar necessary tasks, which you are fully capable of doing on your own.

Course Schedule Disclaimer: 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 with an addendum to the syllabus that will supersede this version.

DRAFT

Course Schedule

Week of	Lecture / Lab	Assignments due
Week 1	Course introduction & syllabus review Intro to sUAS & overview of applications in forestry and natural resource management [classroom]	
Week 2	FAA sUAS regulations [classroom]	Quiz #1
Week 3	Airman Knowledge Test review & practice [classroom]	Commercial Remote Pilot Cert. practice exam #1
Week 4	Flight planning, pre-flight safety check, sUAS demo, individual flight time [field lab]	Quiz #2; Commercial Remote Pilot Cert. practice exam #2
Week 5	sUAS flight time, basic controls, take offs and landings, return-to-home [field lab]	
Week 6	sUAS flight time, cameras, gimbal operation and camera settings [field lab]	Quiz #3; Lab report #1
Week 7	sUAS flight time/ photogrammetry, data post-processing demos [classroom & field lab]	
Week 8	sUAS flight time/ project planning, parcels, permits, and available digital resources [classroom & field lab]	Quiz #4; Lab report #2; Final project plans due*
Week 9	sUAS flight time/ sUAS aerial surveys of targeted field sites, alternate days? [field lab]	
Week 10	Post-processing of aerial surveys to 2D orthophoto mosaics and 3D point clouds [classroom]	Quiz #5; Lab report #3
Week 11	Data products in GIS, incorporating existing geospatial data [classroom]	
Week 12	On-screen digitizing and field editing with tablets [field lab]	Quiz #6
Week 13	Thanksgiving Break—no lecture/ lab this week	
Week 14	Independent work on final projects*	<i>Note: attendance is not mandatory</i>
Week 15	Independent work on final projects*	<i>Note: attendance is not mandatory</i>
Week 16	Final projects due	

*Final projects will involve the development of an independent UAV-based data acquisition and mapping project. Projects will consist of a project plan abstract due Week 8, and results will be submitted as a project poster or ArcGIS StoryMap.

MBA - 609 - Financial Statement Analysis

Graduate Course Modification Form - 2024/25 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.

*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/>

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/>]

REASON FOR COURSE MODIFICATION: *

MBA 609 in its current form requires a technical understanding beyond what is typical for our MBA students now that we no longer require ACC 400 as a prerequisite for the MBA program. This course will provide both foundational learning in financial accounting and masters-level analysis tools.

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 *

Graduate MBA Program

EFFECTIVE SEMESTER:

Semester*

Fall

Year*

2025

CATALOG DESCRIPTION:

Current Course
Designator*

MBA

Current Course #* 609

Proposed Course
Designator

Proposed Course #

If the Course will be cross listed, please identify below what the current Undergraduate or Graduate Course Number is and what the proposed Graduate Cross Listing Course Number will be.

Current
Undergraduate or
Graduate Course
Number

Proposed Graduate
Cross Listing Course
Number

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).*

Financial Statement Analysis

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)

Financial Acc. for Decision

Current Long Course Title*

Financial Statement Analysis

Proposed Long Course Title

Financial Accounting for Decision Making

Current Course Description*

This course builds on foundational accounting coursework by focusing on the understanding and interpretation of corporate financial statements. Topics typically include analysis of the primary statements via horizontal, vertical, and ratio analysis, DuPont analysis, and financial statement forecasting.

Proposed Course Description

The purpose of this course is to provide students with the ability to read and interpret financial statements. This includes an understanding of the components of the four primary financial statements, as well as a set of analysis tools that facilitate an understanding of what the financial statements are saying. The course also teaches students how to use current financial statements to model future financial statements under varying assumptions.

Current Prerequisite(s)

Graduate School of Business degree program students, or permission from GSB. Permission required for GSB international students.

Proposed Prerequisite(s)

Graduate School of Business degree program students, or permission from GSB. Permission required for GSB international students.

Current Corequisite(s)**Proposed Corequisite(s)**

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

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:
Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.

☐ Distance Synchronous Learning
☒ Online (Asynchronous)

☐ Hybrid/Blended

☐ Hyflex

☒ In-Person

<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

PSY - 625 - Basic Methods in Assessment

Graduate Course Modification Form - 2024/25 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.

*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/>

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.

[\[https://umaine.edu/graduate/facultystaff-resources/curriculum-committee/\]](https://umaine.edu/graduate/facultystaff-resources/curriculum-committee/)

**REASON FOR
COURSE
MODIFICATION: ***

With new faculty and a reorganization of our two assessment courses, PSY 625 and 626, we believe new course descriptions better capture the content of the two courses.

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*

Psychology

EFFECTIVE SEMESTER:

Semester*

Fall

Year*

2025

CATALOG DESCRIPTION:

Current Course Designator*

PSY

Current Course #* 625

Proposed Course Designator PSY

Proposed Course # 625

If the Course will be cross listed, please identify below what the current Undergraduate or Graduate Course Number is and what the proposed Graduate Cross Listing Course Number will be.

Current Undergraduate or Graduate Course Number

Proposed Graduate Cross Listing Course Number

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).* Basic Methods in Assessment

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)

Current Long Course Title* Basic Methods in Assessment

Proposed Long Course Title

Current Course Description*

Basic theory, administration, scoring and interpretation of tests frequently used for psychological evaluation with focus on individually administered tests for personality and intelligence.

Proposed Course Description

This course provides an overview of basic theory, administration, scoring and interpretation of tests with focus on individually administered tests for psychological evaluation (e.g., personality, psychodiagnostic). Students will gain hands-on experience in clinical interviewing, report-writing, and clinical decision-making.

Current Prerequisite(s)

Proposed Prerequisite(s)

Current Corequisite(s)

Proposed Corequisite(s)

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

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

PSY - 626 - Advanced Clinical Assessment

Graduate Course Modification Form - 2024/25 AY

General Catalog Information

Graduate Course Modification Form

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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.

[\[https://umaine.edu/graduate/facultystaff-resources/curriculum-committee/\]](https://umaine.edu/graduate/facultystaff-resources/curriculum-committee/)

**REASON FOR
COURSE
MODIFICATION: ***

With new faculty and a reorganization of our two assessment courses, PSY 625 and 626, we believe new course descriptions better capture the content of the two courses.

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*

Psychology

EFFECTIVE SEMESTER:

Semester*

Fall

Year*

2025

CATALOG DESCRIPTION:

Current Course Designator*

PSY

Current Course #* 626

Proposed Course Designator

Proposed Course #

If the Course will be cross listed, please identify below what the current Undergraduate or Graduate Course Number is and what the proposed Graduate Cross Listing Course Number will be.

Current Undergraduate or Graduate Course Number

Proposed Graduate Cross Listing Course Number

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).* Advanced Clinical Assessment

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)

Current Long Course Title* Advanced Clinical Assessment

Proposed Long Course Title

Current Course Description*

Analysis, integration and presentation of material obtained in clinical assessment. Includes advanced training in interviewing and appropriate selection of tests, interpretation and integration of test data, and report writing.

Proposed Course Description

This advanced course in assessment focuses on theories underlying cognitive assessment and the interpretation of intellectual and academic achievement measures. Students will gain hands-on experience in the appropriate selection of tests, administration, scoring, case conceptualization(s), and the synthesis of results into comprehensive evaluations.

Current Prerequisite(s)

Proposed Prerequisite(s)

Current Corequisite(s)

Proposed Corequisite(s)

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

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:
Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.

☐ Distance Synchronous Learning ☐ Hybrid/Blended ☐ Hyflex
☐ 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 - 625 - Special Education Internship for Maine's Alternative Certification & Mentoring

Graduate Course Modification Form - 2024/25 AY

General Catalog Information

Graduate Course Modification Form

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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/>]

REASON FOR COURSE MODIFICATION: *

We would like to update the title of SED 625 to read Special Education Internship for Maine SEEDS to include the little of the project (<https://umaine.edu/edhd/research-outreach/macm/about/>) and avoid people not in SEEDS registering for the class.

For conditionally certified special educators, Maine SEEDS (formerly Maine's Alternative Certification Mentoring Program) ensures intensive, ongoing support and mentoring from an experienced special educator in the same area of practice. At the same time, conditionally certified special educators successfully complete a one-semester of graduate course that addresses topics critical to new special educators. The goal is to provide new special educators with experienced mentor teachers to provide modeling and coaching, as well as access to resources and promising practices.

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 *

Graduate - School of Learning and Teaching

EFFECTIVE SEMESTER:

Semester *

Fall

Year *

2025

CATALOG DESCRIPTION:

**Current Course
Designator** *

SED

Current Course # * 625

**Proposed Course
Designator** no change

Proposed Course # no change

If the Course will be cross listed, please identify below what the current Undergraduate or Graduate Course Number is and what the proposed Graduate Cross Listing Course Number will be.

**Current
Undergraduate or
Graduate Course
Number** NA

**Proposed Graduate
Cross Listing Course
Number** 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).** * Special Education Internship f

**Proposed New Short
Course Title (The
short course title will
reflect on the Class
Section in
MaineStreet and on
the student's** Maine SEEDS

transcript. Max 30
characters)

Current Long Course Title* Special Education Internship for Maine's Alternative Certification & Mentoring

Proposed Long Course Title Maine SEEDS alternative certification internship

Current Course Description* This course orients conditionally certified special educators to the practice of special education during their first year teaching. It provides practical, applicable information and experiences encountered by special educators during the course of a school year. Note: Course may have bimonthly synchronous meetings.

Proposed Course Description no change

Current Prerequisite(s) Department consent is required.

Proposed Prerequisite(s) Department consent is required.

Current Corequisite(s)

Proposed Corequisite(s)

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 ☐ In-Person
Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.
☐ 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