CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on November 14, 2023 and is recommending the following courses to the Graduate Board for approval at its November 30th meeting.

New Courses:

CMJ 640 Critical Communication Pedagogy

MBA 657 Topics in Finance

MEE 553 Aircraft Design

NUR 560 Advanced Nursing Scholarship

NUR 561 Population Health for a Global Society

SFR 526 Dendrochronology

Modifications:

FSN 538 Fermented Foods and Probiotics

November 9, 2023

To: **Curriculum Committee:**
    Scott Delcourt
    Will Manion
    Craig Mason
    Grant Miles
    Josh Kelley
    Deborah Rollins
    Joel Anderson
    Meghan Wilson Duff
    Jack Campbell
    Patricia Libby

Fr: Trish Perry, Administrative Specialist, Grad School

Re: **Curriculum Committee, November 14th, 2023 Via Zoom**

The following courses will be presented on **Tuesday, November 14th, 2023, at 2:00pm**

1. **2:10- 2:20   MBA 657** Meghan Gardner

2. **2:20-2:35   NUR 560 and NUR 561** Katherine Weatherford Darling

3. **2:35-2:45   MEE 553** Alex Friess

4. **2:45-2:55   FSN 538** Mary Ellen Camire

5. **2:55-3:05   SFR 526** Shawn Fraver

6. **3:05-3:15   CMJ 640** Lily Herakova

CMJ - 640 - Critical Communication Pedagogy

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.

<u>Requested Action:</u> *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 <u>www.umaine.edu/citl</u>.

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

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* The course has been taught as a "special topics" with success and steady enrollment, including students from programs other than Communication. It serves as an elective for graduate students in Communication and we would like to formalize it in our graduate currisulum. It is the only advanced pedagogy course our department offers, supporting those pursuing further careers in academia, non-profits, and the government.

Department* Communication and Journalism

New Course: * ☑ New Course   ☐ Experimental

EFFECTIVE SEMESTER:

Semester* Spring   **Year*** 2024

PROPOSED CATALOG DESCRIPTION:

Course Designator* CMJ   **Proposed Course #*** 640

Course Type: * Communication

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). * Critical Comm Pedagogy

Long Course Title* Critical Communication Pedagogy

Course Description:* The course focuses on the ways in which diverse communication practices further or challenge discourses, social structures and practices, and the status quo, particularly in educational contexts. Examines theories and practices of teaching and learning communication, as well as the use of communication techniques to facilitate learning across the disciplines and in any instructional context. Prioritizes the work of under-represented and culturally-engaged scholars and non-dominant interdisciplinary methodologies, such as autoethnography.

Prerequisites:

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. 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: <u>UMS Data Governance Course Components Definitions</u>)

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*

Selected articles, chapters, and multimedia shared with students over the learning management system (see syllabus).

Course Instructor*

Dr. Liliana Herakova

Associate Professor of Communication

Teaching load: 3/2

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

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

☐ Yes

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

NA

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. *

No

CMJ 640: Critical Communication Pedagogy (3 credits) ~ Our *Living Document* Syllabus
Spring ???? ~ Wend., 5 – 7.30 pm ~ Dunn 424
Prof. Lily Herakova ~ liliana.herakova@maine.edu ~ 436 Dunn Hall and on Zoom
Office Hours: Monday & Tuesday, 2 – 3.30 pm; and by appointment

"Communication is the study of how to talk and listen, and let others know they actually exist."
(Author???)

University of Maine Land Acknowledgement
https://umaine.edu/about/university-of-maine-land-acknowledgement/

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

Commitment to Inclusivity & Learning
This class aspires to be a working and evolving model of inclusion and universal design for all participants. If there are circumstances or experiences that may affect your learning in class (e.g., visible and invisible disabilities, personal challenges, class design), please let me know as soon as possible so that we can discuss and design strategies for inclusion and success together. Official University accommodations must be documented and arranged through Student Accessibility Services (207-581-2319).

This class is premised on the belief that we all work together to promote an inclusive learning environment for all and that the use of gross generalizations, stereotypes, and derogatory/oppressive language are not conducive to inclusivity. Elevating practices of learning from and with one another, please speak up if you observe or experience the use of derogatory and/or oppressive communication (including by me). If you are called-out on the use of oppressive communication, please stop, listen with empathy and expand the learning opportunity for everyone.
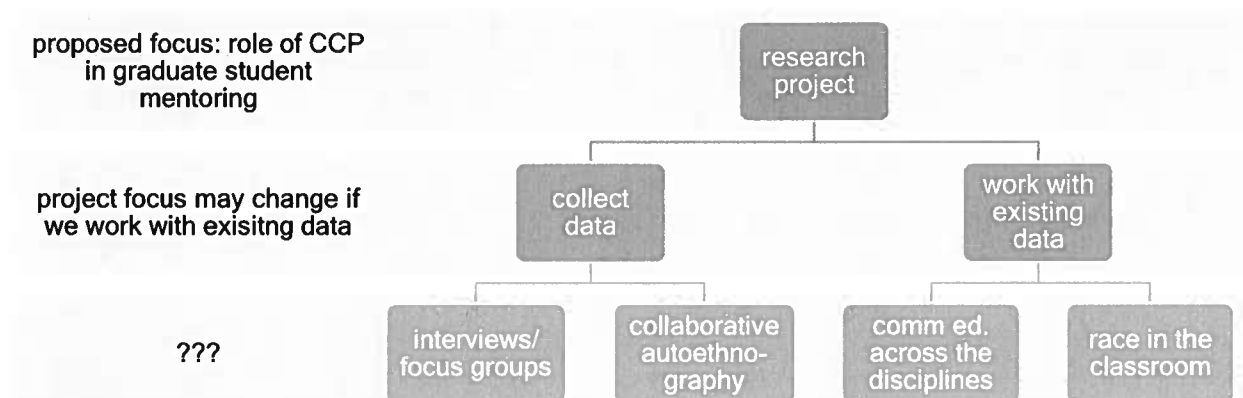
Course Description
The course focuses on the ways in which diverse communication practices further or challenge discourses, social structures and practices, and the status quo, particularly in educational contexts. Examines theories and practices of teaching and learning communication, as well as the use of communication techniques to facilitate learning across the disciplines and in any instructional context. Prioritizes the work of under-represented and culturally-engaged scholars and non-dominant interdisciplinary methodologies, such as autoethnography.

OK and... What Will We Really Inquire Into?
Who gets to define the meaning(s) of communication and how? How do we learn about this most fundamental of human activities? How is communication taught in and outside of the classroom, in mundane interactions? How do (critical) practices of communication shape mentoring as a teaching/learning context? What are the consequences of teaching and practicing communication in certain ways and not others? What is at stake in how we define, teach, and practice communication?

In addressing such questions (and more) through critical communication pedagogy (CCP) as a theoretical and methodological lens, this course seeks to both build interdisciplinary connections and transform narrow ways of teaching communication in the U.S.. You can think of this course as a semester-long team research project in which we seek to understand ... ??? ??? ... (this is our first collaborative fill-in the blank) *Let's look at our decision-making tree below and try to fill in this "research focus" blank space together.* In the course of the semester, we will collect data that help us thematically describe the range of definitions of communication among various academic disciplines and how such definitions shape what/how communication is taught. We will seek to outline the unique contributions and responsibilities the Communication Studies discipline has and/or should have in the larger context of U.S. higher education and social life.

proposed focus: role of CCP in graduate student mentoring

project focus may change if we work with exisitng data

???

Learning Outcomes aka Lily's Hopes for What We'll Learn Together in This Class

Learning Outcome	Activities to Support Learning	Assessment of Learning
List and critique the key principles of Critical Comm. Pedagogy (CCP)	Readings & discussions	Weekly collage, reactions, note-taking
Describe and respond to the social conditions which CCP engages (incl. contextual issues of power & equity)	Readings, discussions, & research activities	Weekly collage, reactions, note-taking
Identify and evaluate views of communication and communication competencies across the disciplines	Readings & research activities	Discussions, note-taking, & contributions to the research paper (e.g., ROL)
Envision contributions of CCP to mentoring and/or teaching comm in various academic contexts	Readings, discussions, & research activities	Discussions, reflections, & contributions to the research paper (e.g., discussion section)
Select and synthesize literature that addresses mentoring & comm. education across the disciplines and outside of the classroom	Discussions & research activities	Weekly collage & discussion facilitation (DIY); Mentoring autoethnography

Critically assess one's own response to and applications of CCP as a theory, a practice, and a research methodology	Discussion and reflections	Learning & changing expressions; Mentoring autoethnography
Feel your way through your learning, practices, and experiences of communication	Journals and notes, anything that's expressive for you	Learning & changing expressions; Mentoring autoethnography

Now, scramble! What are your hopes and goals as a learning in Critical Communication Pedagogy (CCP)? What do you hope to learn/grow/change in/through/with this course? How would you know you're "getting there" or that a change of direction is necessary? Use the space below, above, in the margins to brainstorm and/or create your own brainstorming space.

Note: The first I taught this course was pre-pandemic. Clearly, much has changed since, but CCP has continued to play a role in my life, in relating to our dynamic contexts and in trying to understand my role as an educator and a learner in the world, in the broadest sense possible. Our learning goals and hopes don't always have to be linear, set, or cognitive – here is a short piece I wrote in Nov. 2020 for a conference that still continues to express my own hopes for learning and transforming with CCP: *Patches & Connections*

And here is an attempt at visualizing the key themes in CCP that can also help you "locate" your learning hopes and goals, as well as possible pathways for growth.
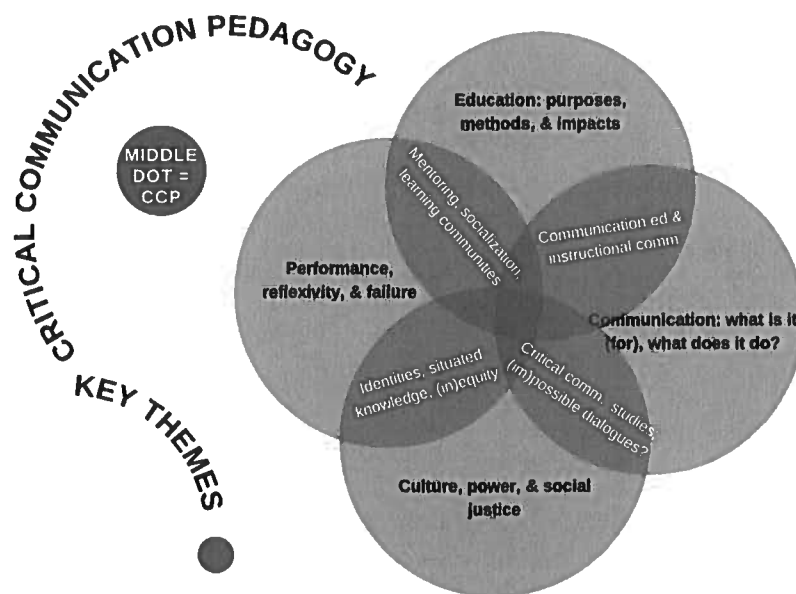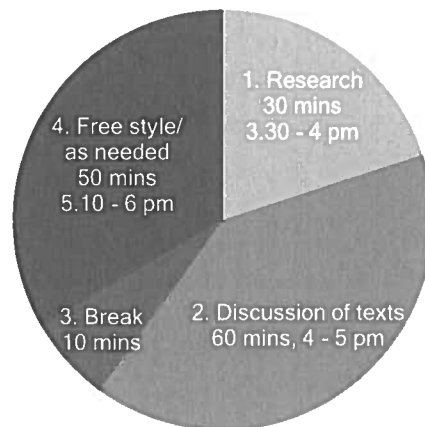
Required Texts & Materials

1. Fassett, D. L., & Warren, J. T. (2007). Critical communication pedagogy. Thousand Oaks, CA: Sage. (scans will be shared in Google Drive)
2. Selected articles and chapters to be shared in Google Drive
3. Please keep an on-going reading log & journal (preferably a google doc)

Class Structure. This class will be organized as a semester long qualitative research project situated in a U.S. academic context and informed by Critical Communication Pedagogy (CCP) as a theoretical and methodological lens. Depending on the direction we decide to take together, we may collect data, analyze them, and prepare manuscripts for conferences and/or publication. Weekly class sessions will be reminiscent of research team meetings and will generally try to follow this structure (time-keepers will be much appreciated!)

CMJ 698: CRITICAL COMMUNICATION PEDAGOGY
WEEKLY CLASS TIME DISTRIBUTION

1. Research 30 mins 3.30 - 4 pm
2. Discussion of texts 60 mins, 4 - 5 pm
3. Break 10 mins
4. Free style/ as needed 50 mins 5.10 - 6 pm

Weeks 1 – 4
- Develop familiarity with the educational context in which CCP emerged
- Sign up for DIY discussions
- Begin shaping the literature review
- Finalize data collection protocol & recruit co-researchers (participants) OR review existing data & make an analysis plan

Weeks 5 – 7
- Continue to explore CCP premises and applications (per selected themes)
- Collect data OR analysis phase 1
- Continue drafting the literature review & methods sections

Weeks 8 – 12
- Continue to explore CCP premises and applications (per selected themes)
- Students lead sessions on selected readings
- Analysis & Begin writing the results & discussion sections

Weeks 13 – 15 : Write & Edit & Edit & Edit…

Thoughts… Reactions… Questions

Course Learning Engagements (CLEs) & Grading

Weekly reflexive collage/journal/lit. review para (10 x 20 pts./each)	**200 points**
Learning & changing reflexive expression (2 x 100 pts/each)	**200 points**
In-class discussion note-taking & sharing (2 x 50 pts./each)	**100 points**
Mentoring: Creative autoethnographic project	**100 points**
DIY: Discussions ignited by you	**100 points**
Completion of research activities and writing	**300 points**

- Conduct & transcribe at least 2 interviews OR add autoethnographic writing
- Code interviews as assigned OR organize autoethnographic moments
- Participate in in-class conversations about research design and analysis
- Contribute at least 1 paragraph a week to our class paper/Edit toward the end

Brief Descriptions of CLEs (except "research activities, summarized above)

Weekly reflexive collage, journal, or lit. review contributions. Starting in week 2 and ending in week 12, please come to class having prepared a reflexive expression that you can engage in class discussions. These reflexive expressions can be/include images, poetry, academic writing, music, etc. They need to connect your mundane/everyday experiences as teachers and learners (in a broad sense) to ideas, practices, and critiques of CCP. Each reflexive expression should explicitly reference a minimum of 3 course texts (2 from preceding weeks + 1 for the week ahead/we are currently in) and should show a consideration of process (rather than statically list terms). Each submission should address the following prompts: What are my experience in CMJ 698 teaching me about CCP? What are my experiences outside of CMJ 698 teaching me about CCP? What bewilders me today is… OR A path I will (continue to) explore in the coming week is… About half-way through the semester, you can switch to adding a paragraph a week to our collective literature review for the class.

Learning & changing reflexive expression. Building on the weekly reflexive journal, twice in the semester, you will develop a formative "assessment" of yourself, your learning, and the class. These can take variety of shapes, but most people in the past have preferred to prepare some sort of written/recorded text (e.g., essays, digital stories, letters) though one time a learner in the class baked and baked and baked. In this expression you should engage the course "learning outcomes" (Lily's hopes) outlined above, as well as your own hopes for learning in CMJ 698 – where are you in relation to them at the moment of preparing the reflexive expression, has anything changed, where would you like to go next? Based on the mid-semester reflexive expressions, we might collectively revise the course learning outcomes & routes.

In-class note-taking. Twice in the semester, you will serve as a "class scribe," noting the substance and directions of our discussions, questions that are raised, definitions provided and contested, etc. You do no not need to include your own reaction and responses in the notes (but you can, if you want to). The notes will be shared in our class google drive folder and will serve as a record we can turn to in writing the paper. Furthermore, this exercise is intended to give you practice in qualitative note-taking/observation/thick description. For another project (which you may decide to develop), perhaps these notes alone can be data. There is no expected format for the notes, but I encourage you to set goals for yourself and reflect and adapt between the two note-taking opportunities.

Mentoring: Creative autoethnographic project. An autoethnography is a research methodology of examining and critiquing cultural forces through deep analysis of personal narrative. It is a methodology often coupled with CCP to name and transform power relations in learning contexts. Autoethnographies can take variety of expressive forms, including oral performances, creative storytelling, digital stories, photo essays, etc. In the context of our class, the autoethnography should consist of some sort of evocative creative texts, accompanied by and/or interlaced with an academic-style essay (approximately 2-3 single-spaced pages), connecting CCP and experiences/practices of mentoring.

DIY: Discussions ignited by you. Throughout the semester, we will shape what we learn and how we connect to it together. With each of the 4 key themes diagramed above – *Education; Communication; Culture, power, & social justice; Performance, reflexivity, & failure* – there will be at least one class period for which you will bring to our discussion a case study or experience that matters to you, along with an additional text for us to consider. There will be a list of texts for you to choose from AND you will have to find and assign at least one more text you want us to engage. Team assignment and readings selection will happen in weeks 2-3, giving us enough time to procure the readings for the week in which you'll lead discussion. You should not be a DIY facilitator and a note-taker in the same week.

UNIVERSITY OF MAINE POLICIES & RESOURCES

Students Accessibility Services Statement
If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services (SAS), 121 East Annex, 581.2319, um.sas@maine.edu, as early as possible in the term. Students may begin the accommodation process by submitting an accommodation request and uploading documentation through the linked Student Accessibility Services Form. 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 (Lily) privately as soon as possible.

Academic honesty
Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, 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: Sept. 1, 2020)

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

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

> For confidential resources on campus: Counseling Center: 581-1392 or Cutler Health Center: 581-4000.
> For confidential resources off campus: Rape Response Services: 1-800-310-0000 or Partners for Peace: 1-800-863-9909.
> Other resources: The resources listed below can offer support but may have to report the incident to others who can help. For support services on campus: Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSAVP website for a complete list of services at http://www.umaine.edu/osavp/

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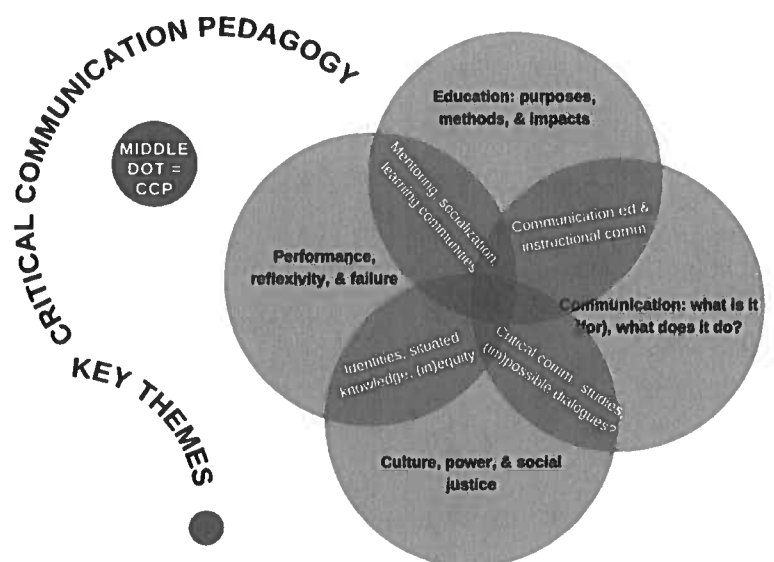
Contingency plan
In the event of an extended disruption of normal classroom activities (due to COVID-19 or other long-term disruptions), the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus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

CMJ 698: Critical Communication Pedagogy
Weekly Schedule

Note: We will arrange/plan our weekly engagement together, using the diagram at the bottom of page 3 in the syllabus & here. Consider this our first shared exercise in CCP and reflect on it or critique it as such. This also means that as the semester progresses, we might decide that the order of learning activities needs to be adjusted – we will make such adjustments collaboratively.

In the schedule outlined here, I have included some "static" elements that we will adhere to. There are also "blanks" that we will (preliminarily) fill out together when we first meet, using the diagram below and the thematically organized readings at the end of the syllabus.

CRITICAL COMMUNICATION PEDAGOGY

MIDDLE DOT = CCP

KEY THEMES

Education: purposes, methods, & impacts

Mentoring, socialization, learning communities

Communication ed & instructional comm

Performance, reflexivity, & failure

Communication: what is it (for), what does it do?

Identities, situated knowledge, (in)equity

Critical comm studies, (im)possible dialogues?

Culture, power, & social justice

<u>**Week 1, Theme: Middle dot starting point → Starting to think and talk CCP**</u>
Readings (complete in class): <u>Patches & connections</u>; <u>CCP book, Conclusion</u>
Due: 0 or the infinite possibility... + sign up for note-taking + in-class collab. course planning

<u>**Week 2, Theme: Around the middle dot → The comm resistance comes of age**</u>
Readings: Sprague (<u>1992</u>; <u>1994</u>); <u>Rodriguez & Cai</u> (1994); <u>CCP book, Chapter 1</u>; <u>McConnell & Urbain</u> (2019)
Due: Weekly collage 1 & in-class conversation
Note taker(s):
Who reads what?/Your focus reading: We all (try to) read everything this week

<u>**Week 3, Theme: Education → Critical dialogues? Powerful disseminations?**</u>
Readings: <u>hooks</u> (1994); CCP book, <u>Chapter 2</u> OR <u>Fassett & Rudick</u> (2016); <u>Zidani</u> (2021); <u>Chvasta</u> (2019); <u>Calvente et al.</u> (2020); <u>Hinck & Tighe</u> (2020)
Due: Weekly collage 2 & in-class conversation
Note taker(s):
Who reads what?/Your focus reading: We all (try to) read everything this week

<u>**Week 4, Theme: Contexts/Inter-weavings**</u>
Readings: CCP book, ch. 3 **+ one of the below:**
Atay, A. & Pensoneau-Conway, S. L. (2019). Introduction: Queering communication pedagogy. In A. Atay & S. L. Pensoneau-Conway (Eds.), *Queer communication pedagogy* (pp. 1-13). Routledge.
Conlisk Gallegos, L. (2021). Somos la dignidad rebelde: On mexican indigenous praxis of resistance pedagogy, no longer misappropriated under US "innovative" methods. *Journal of Latinos and Education, 20*(1), 32-47. https://doi.org/10.1080/15348431.2018.1537879
Gonzales, L. D., Hall, K., Benton, A., Kanhai, D., & Núñez, A. (2021). Comfort over change: A case study of diversity and inclusivity efforts in U.S. higher education. *Innovative Higher Education, 46*(4), 445-460. https://doi.org/10.1007/s10755-020-09541-7
McLaren, P. (2013). Education as class warfare. An interview with scholar/author P. McLaren. *Praxis, 17*, 91-101. https://digitalcommons.chapman.edu/education_articles/220/
Due: Weekly collage 3 & in-class conversation
Note taker(s):
Who reads what?/Your focus reading: All read CCP, ch. 3 + you read:

<u>**Week 5, Theme: Embodiments**</u>
Readings: CCP book, ch. 4 **+ DIY selected text(s) + one of the below:**
Stern, D. M., & Denker, K. J. (2020). Privileged vulnerability: Embodied pedagogy as critical rhetorical praxis. *International Journal of Communication, 14*. https://ijoc.org/index.php/ijoc/article/view/8483
Ramasubramanian, S., & Sousa, A. N. (2021). Communication scholar-activism: Conceptualizing key dimensions and practices based on interviews with scholar-activists. *Journal of Applied Communication Research, 49*(5), 477-496. https://doi.org/10.1080/00909882.2021.1964573
Walker, J. L. G. (2019). Learning from one another. In A. Atay & D. Fassett (Eds.), *Mediated Critical Communication Pedagogy* (pp 47-60). Lanham: Rowman.
Due: Weekly collage 4 & in-class conversation
Note taker(s):
Who reads what?/Your focus reading: All read CCP, ch. 4 + you read:
DIY facilitation:

Week 6, Theme: Praxis/failures

Readings: CCP book, ch. 5 **+ one of the below**

Huber, A. A. (2020). Failing at the help desk: Performing online teacher. *Communication Education, 69*(4), 464-479. https://doi.org/10.1080/03634523.2020.1803379

Pelias, R. J. (2000). The critical life. *Communication Education, 49*(3), 220-228. 10.1080/03634520009379210

Shokooh Valle, F. (2021). "How will you give back?" *Journal of Contemporary Ethnography, 50*(6), 835-861. https://doi.org/10.1177/08912416211021631

Warren, J. T. (2011). Social justice and critical/performative/communicative pedagogy: A storied account of research, teaching, love, identity, desire and loss. *International Review of Qualitative Research, 4*, 21-34. doi:10.1177/1532708611401332

Due: Learning & changing reflexive expression 1

Note taker(s):

Who reads what?/Your focus reading: All read CCP, ch. 5 + you read:

DIY facilitation:

Week 7, Theme: Reflexivity/failures/change

Readings: CCP book, ch. 6 **+ DIY text + one of the below**

Ghabra, H., & Calafell, B. M. (2018). From failure and allyship to feminist solidarities: Negotiating our privileges and oppressions across borders. *Text and Performance Quarterly, 38*(1-2), 38-54. https://doi.org/10.1080/10462937.2018.1457173

Herakova, L. L., & Congdon Jr., M. (2021). Dwelling in revolutionary intimacies: Performing mentoring and/as reflexivity. In D. Trebing & A. Atay (Eds.), *Mentoring and Communication: Theories and Practices* (pp. 51-72). Peter Lang.

Lethabo King, T. (2021). Some black feminist notes on native feminisms and the flesh. *Environment and Planning D: Society & Space*, 39(1), 9-15. https://doi.org/10.1177/0263775821991068

McWhirter, E. H., & Cinamon, R. G. (2021). Old problem, new perspectives: Applying Anzaldúan concepts to underrepresentation in STEM. *Journal of Career Development, 48*(6), 877-892. https://doi.org/10.1177/0894845320901797

Due: Weekly collage 5 & in-class conversation

Note taker(s):

Who reads what?/Your focus reading: All read CCP, ch. 6 + you read:

DIY facilitation:

Week 8, Theme: Praxis/Reflexivity

Readings: Swerzenski (2 pages) **+ DIY selected text + one of the below:**

Brenneise, A. (2019). Expanding mediated communication for inclusivity. In A. Atay & D. Fassett (Eds.), *Mediated Critical Communication Pedagogy* (pp. 145-162). Lanham: Rowman.

Grimes, D. S., Eguchi, S. & Calafell, B. M. (2021). Can the communication discipline critically engage with mindfulness? *Western Journal of Communication*, 1-9. https://doi.org/10.1080/10570314.2021.1949029

Mora, J. (2021). Walking the tightrope: Navigating the tensions of teaching and grading communication content inside and outside the discipline. In K. C. Blinne (Ed.), *Grading justice: Teacher-activist approaches to assessment* (pp. 109-132). Lanham: Rowman.

Johnson, J. R. (2004). Universal instructional design and critical (communication) pedagogy: Strategies for voice, inclusion, and social justice/change. *Equity & Excellence in Education, 37*, 145-153.

Due: Weekly collage 6 & in-class conversation

Note taker(s):

Who reads what?/Your focus reading:

DIY facilitation:

Week 9, SPRING BREAK

Week 10, Theme: Relationships
Readings: DIY text(s) + one of the below
Gutierrez-Perez, R., & Ramirez, B. (2019). A crack to speak out from: Performing coalitional politics through dialogue, listening, and reflexivity. In L. H. Hernández & R. Gutierrez-Perez (Eds.), *This Bridge We Call Communication: Anzaldúan Approaches to Theory, Method, and Practice* (323-334). Lanham: Rowman.
Jones, R. G., & Calafell, B. M. (2012). Contesting neoliberalism through critical pedagogy, intersectional reflexivity, and personal narrative: Queer tales of academia. *Journal of Homosexuality, 59*, 957-981. doi:10.1080/00918369.2012.699835
LeMaster, B. (2019). Fostering an emerging queer consciousness. In A. Atay & S. L. Pensoneau-Conway (Eds.), *Queer communication pedagogy* (pp. 170 – 188). Routledge.
Ohito, E. O., & Brown, K. D. (2021). Feeling safe from the storm of anti-blackness: Black affective networks and the im/possibility of safe classroom spaces in predominantly white institutions. *Curriculum Inquiry, 51*, 135-160. doi: 10.1080/03626784.2020.1843966
Due: Weekly collage 7 & in-class conversation
Note taker(s):
Who reads what?/Your focus reading:
DIY facilitation:

Week 11, Theme: Affirmative/affirming actions
Readings: DIY text(s) + one of the below
Arrington, M. I. (2020). When teaching failed in the interracial communication course: On the need to teach dialogue and the need to teach dialogically. *Communication Education, 69*, 431-440. https://doi.org/10.1080/03634523.2020.1804068
Faulkner, S. L., Watson, W. K., Pollino, M. A., & Shetterly, J. R. (2021). "Treat me like a person, rather than another number": University student perceptions of inclusive classroom practices. *Communication Education, 70*(1), 92-111. doi: 10.1080/03634523.2020.1812680
Hao, R. N. (2011). Rethinking critical pedagogy: Implications on silence and silent bodies. *Text and Performance Quarterly, 31*, 267-284.
Windchief, S., & Joseph, D. H. (2015). The act of claiming higher education as indigenous space: American Indian/Alaska native examples. *Diaspora, Indigenous and Minority Education, 9*(4), 267-283. https://doi.org/10.1080/15595692.2015.1048853
Due: Weekly collage 8 & in-class conversation
Note taker(s):
Who reads what?/Your focus reading:
DIY facilitation:

Week 12, Theme: Our autoethnographies
Readings → NONE
Due: Mentoring: creative autoethnographic project & in-class conversation
Note taker(s): NONE
Possible DIY facilitation: NONE

Week 13, Theme: Power plays
Readings: Select TWO from the below

Allen, R. L., & Rossatto, C. A. (2009). Does critical pedagogy work with privileged students? *Teacher Education Quarterly, 36*, 163-180.

Cosenza, J. (2014). Where's queerdo? Disabling perceptions. *Liminalities, 10*(2), 1. http://liminalities.net/10-2/queerdo.pdf

Fassett, D. L. & Morella, D. L. (2008). Remaking (the) discipline: Marking the performative accomplishment of (dis)ability. *Text and Performance Quarterly, 28*, 139-156. doi:10.1080/10462930701754390

Hikido, A., & Murray, S. B. (2016). Whitened rainbows: How white college students protect whiteness through diversity discourses. *Race, Ethnicity, and Education, 19*, 389-411. doi: 10.1080/13613324.2015.1025736

Vecchio, D. D., Toomey, N., & Tuck, E. (2017). Placing photovoice: Participatory action research with undocumented migrant youth in the Hudson valley. *Critical Questions in Education, 8*(4 SI), 358.

Due: Weekly collage 9 & in-class conversation
Note taker(s):
Who reads what?/Your focus reading:

Week 14, Theme: What would you do?
Readings: Select TWO from the below

de la Garza, S. A. (2019). Facing Tlahtlacolli (microaggressions) with nepantla and conocimiento: A Xicana epistemological approach. In L. H. Hernández & R. Gutierrez-Perez (Eds.), *This Bridge We Call Communication: Anzalduan Approaches to Theory, Method, and Practice* (57 – 76). Lanham: Rowman.

Jackson III, R. Warren, J. R., Pitts, M. J., & Wilson, K. B. (2007). "It is not my responsibility to teach culture!": White Graduate Teaching Assistants negotiating identity and pedagogy. In L. Cooks & J. Simpson (Eds.), *Dis/placing race: Whiteness, pedagogy, performance* (pp. 67-86). Lanham, MD: Lexington Books, 2007.

Sanczyk, A., Merriweather, L. R., Howell, C. D., & Douglas, N. C. (2021). STEM doctoral mentoring: A call for a conscious, culturally responsive journey. *International Journal of Mentoring and Coaching in Education, 10*(3), 284-297. https://doi.org/10.1108/IJMCE-07-2020-0034

Sellers, K., Amatullah, T., & Malin, J. R. (2021). Learning to level up: Personal narratives about mentoring for the professoriate during a crisis. *International Journal of Mentoring and Coaching in Education, 10*(2), 173-187. https://doi.org/10.1108/IJMCE-01-2021-0006

Due: Weekly collage 10 & research wrap-up
Who reads what?/Your focus reading:

Week 15, Theme: There's never an end to it...
Readings: MAYBE? Bring something to share...
Due: Learning & changing reflexive expression 2 & research wrap-up

Texts to populate the syllabus & DIY choices (loosely grouped by themes; keep in mind there are overlaps, too...). *Select 4-6 texts from each theme that you'd want us to read together.*

Education: Purposes, methods, and impacts

1. Allen, R. L., & Rossatto, C. A. (2009). Does critical pedagogy work with privileged students? *Teacher Education Quarterly, 36,* 163-180.
2. Bañales, X. (2019). Building community, decolonizing spirituality, and women of color feminism: Applying Gloria Anzaldúa in and out of the classroom for healing and empowerment. In L. H. Hernández & R. Gutierrez-Perez (Eds.), *This Bridge We Call Communication: Anzaldúan Approaches to Theory, Method, and Practice* (291 – 312). Lanham: Rowman.
3. Chick, D. M. (2021). Critical pedagogy of preparation: Structuring best practices for introductory course relevance. *Basic Communication Course Annual, 33.* https://ecommons.udayton.edu/bcca/vol33/iss1/5/
4. Cummins, M. W., & Griffin, R. A. (2012). Critical Race Theory and Critical Communication Pedagogy: Articulating pedagogy as an act of love from Black male perspectives. *Liminalities, 8,* 85-106.
5. Jackson III, R. Warren, J. R., Pitts, M. J., & Wilson, K. B. (2007). "It is not my responsibility to teach culture!": White Graduate Teaching Assistants negotiating identity and pedagogy. In L. Cooks & J. Simpson (Eds.), *Dis/placing race: Whiteness, pedagogy, performance* (pp. 67-86). Lanham, MD: Lexington Books, 2007.
6. Kahl Jr., D. (2021). Mentoring new faculty in an age of neoliberalism. In D. Trebing & A. Atay (Eds.), *Mentoring and Communication: Theories and Practices* (pp. 35-50). New York: Peter Lang.
7. Sanczyk, A., Merriweather, L. R., Howell, C. D., & Douglas, N. C. (2021). STEM doctoral mentoring: A call for a conscious, culturally responsive journey. *International Journal of Mentoring and Coaching in Education, 10*(3), 284-297. https://doi.org/10.1108/IJMCE-07-2020-0034
8. Sellers, K., Amatullah, T., & Malin, J. R. (2021). Learning to level up: Personal narratives about mentoring for the professoriate during a crisis. *International Journal of Mentoring and Coaching in Education, 10*(2), 173-187. https://doi.org/10.1108/IJMCE-01-2021-0006
9. Stern, D. M., & Denker, K. J. (2020). Privileged vulnerability: Embodied pedagogy as critical rhetorical praxis. *International Journal of Communication, 14.* https://ijoc.org/index.php/ijoc/article/view/8483
10. Swerzenski, J. D. (2021). Why teaching technology must adapt to our teaching. *Communication Education, 70*(2), 211-213. https://doi.org/10.1080/03634523.2020.1857414
11. Sylvia, J. J., IV. (2021). An affirmative approach to teaching critical data studies. *Journalism and Media, 2,* 641–656. https://doi.org/10.3390/journalmedia2040038
12. Walker, J. L. G. (2019). Learning from one another: Con/Divergences with/in/between online pedagogy, andragogy, and critical pedagogy. In A. Atay & D. Fassett (Eds.), *Mediated Critical Communication Pedagogy* (pp 47-60). Lanham: Rowman.

Communication: What is it (for)? What does it do?

1. Atay, A. & Pensoneau-Conway, S. L. (2019). Introduction: Queering communication pedagogy. In A. Atay & S. L. Pensoneau-Conway (Eds.), *Queer communication pedagogy* (pp. 1-13). New York: Routledge.
2. Brenneise, A. (2019). Expanding mediated communication for inclusivity. In A. Atay & D. Fassett (Eds.), *Mediated Critical Communication Pedagogy* (pp. 145-162). Lanham: Rowman.
3. Cosenza, J. (2014). Where's queerdo? Disabling perceptions. *Liminalities, 10*(2), 1. http://liminalities.net/10-2/queerdo.pdf
4. Donohue, K., VanDenburgh, K., Reck, C., & Buck, G. (2021). Integrating science communication into a large STEM classroom. *Journal of College Science Teaching, 51,* 46.
5. Faulkner, S. L., Watson, W. K., Pollino, M. A., & Shetterly, J. R. (2021). "Treat me like a person, rather than another number": University student perceptions of inclusive classroom practices. *Communication Education, 70*(1), 92-111. doi: 10.1080/03634523.2020.1812680

6. Franken, N. (2020). The missteps of a young and flustered professor in the face of a challenging graduate student: The story of Z. *Communication Education, 69*(4), 441-447. https://doi.org/10.1080/03634523.2020.1803386

7. Grimes, D. S., Eguchi, S. & Calafell, B. M. (2021). Can the communication discipline critically engage with mindfulness? *Western Journal of Communication,* 1-9. https://doi.org/10.1080/10570314.2021.1949029

8. Harris, T. M., Lee, C. N., Waldeck, J. H., Phillips, A. L., Adams, T. E., Rudick, K. C., Dannels, D. P. (2019). Wicked problems forum: Mentoring in higher education. *Communication Education, 68,* 103-131.

9. Hikido, A., & Murray, S. B. (2016). Whitened rainbows: How white college students protect whiteness through diversity discourses. *Race, Ethnicity, and Education, 19,* 389-411.   doi: 10.1080/13613324.2015.1025736

10. Makkawy, A., & Moreman, S. T. (2019). Putting crip in the script: A critical communication pedagogical study of communication theory textbooks. *Communication Education, 68*(4), 401-416. https://doi.org/10.1080/03634523.2019.1643898

11. Mora, J. (2021). Walking the tightrope: Navigating the tensions of teaching and grading communication content inside and outside the discipline. In K. C. Blinne (Ed.), *Grading justice: Teacher-activist approaches to assessment* (pp. 109-132). Lanham: Rowman.

12. Morreale, S. P., Valenzano, J. M., & Bauer, J. A. (2017). Why communication education is important: A third study on the centrality of the discipline's content and pedagogy. *Communication Education, 66,* 402-422. doi: 10.1080/03634523.2016.1265136

Culture, power, and social justice

1. de la Garza, S. A. (2019). Facing Tlahtlacolli (microaggressions) with nepantla and conocimiento: A Xicana epistemological approach. In L. H. Hernández & R. Gutierrez-Perez (Eds.), *This Bridge We Call Communication: Anzalduan Approaches to Theory, Method, and Practice* (57 – 76). Lanham: Rowman.

2. Gonzales, L. D., Hall, K., Benton, A., Kanhai, D., & Núñez, A. (2021). Comfort over change: A case study of diversity and inclusivity efforts in U.S. higher education. *Innovative Higher Education, 46*(4), 445-460. https://doi.org/10.1007/s10755-020-09541-7

3. Johnson, J. R. (2004). Universal instructional design and critical (communication) pedagogy: Strategies for voice, inclusion, and social justice/change. *Equity & Excellence in Education, 37,* 145-153.

4. Jones, R. G., & Calafell, B. M. (2012). Contesting neoliberalism through critical pedagogy, intersectional reflexivity, and personal narrative: Queer tales of academia. *Journal of Homosexuality, 59,* 957-981. doi:10.1080/00918369.2012.699835

5. Lawless, B., & Chen, Y. W. (2018). "An eye is an eye make the world colorblind:" Teaching millennials how to get W.O.K.E. In A. Atay & M. Z. Ashlock (Eds.), *Millennial culture and communication pedagogies* (pp. 93-106). Lanhmam: Rowman.

6. LeMaster, B. (2019). Fostering an emerging queer consciousness. In A. Atay & S. L. Pensoneau-Conway (Eds.), *Queer communication pedagogy* (pp. 170 – 188). Routledge.

7. Leyva, L. A., Quea, R., Weber, K., Battey, D., & López, D. (2021). Detailing racialized and gendered mechanisms of undergraduate Precalculus and Calculus classroom instruction. *Cognition and Instruction, 39,* 1-34. https://doi.org/10.1080/07370008.2020.1849218

8. Maingi, N. (2017). Culturally responsive graduate teaching instructors: Lessons on facilitating classroom dialogues on racial, ethnic, and cultural injustices. Kaleidoscope: A Graduate Journal of Qualitative Communication Research, 16, https://opensiuc.lib.siu.edu/cgi/viewcontent.cgi?article=1314&context=kaleidoscope

9. McLaren, P. (2013). Education as class warfare. An interview with scholar/author Peter McLaren. *Praxis, 17,* 91-101. https://digitalcommons.chapman.edu/education_articles/220/

10. Ohito, E. O., & Brown, K. D. (2021). Feeling safe from the storm of anti-blackness: Black affective networks and the im/possibility of safe classroom spaces in predominantly white institutions. *Curriculum Inquiry, 51*, 135-160. doi: 10.1080/03626784.2020.1843966
11. Scott, K. A., Sheridan, K. M., & Clark, K. (2015). Culturally responsive computing: A theory revisited. *Learning, Media and Technology, 40*(4), 412-436. https://doi.org/10.1080/17439884.2014.924966
12. Warren, J. T. (2011). Social justice and critical/performative/communicative pedagogy: A storied account of research, teaching, love, identity, desire and loss. *International Review of Qualitative Research, 4*, 21-34. doi:10.1177/1532708611401332

Performance, reflexivity, and failure

1. Abdi, S., & Cuomo, A. P. (2020). On possibility: Queer relationality and coalition building in the university classroom. In B. LeMaster & A. Johnson (Eds.), *Gender Futurity, Intersectional Autoethnography* (pp. 37-54). New York: Routledge.
2. Arrington, M. I. (2020). When teaching failed in the interracial communication course: On the need to teach dialogue and the need to teach dialogically. *Communication Education, 69*, 431-440. https://doi.org/10.1080/03634523.2020.1804068
3. Fassett, D. L. & Morella, D. L. (2008). Remaking (the) discipline: Marking the performative accomplishment of (dis)ability. *Text and Performance Quarterly, 28*, 139-156. doi:10.1080/10462930701754390
4. Ghabra, H., & Calafell, B. M. (2018). From failure and allyship to feminist solidarities: Negotiating our privileges and oppressions across borders. *Text and Performance Quarterly, 38*(1-2), 38-54. https://doi.org/10.1080/10462937.2018.1457173
5. Gutierrez-Perez, R., & Ramirez, B. (2019). A crack to speak out from: Performing coalitional politics through dialogue, listening, and reflexivity. In L. H. Hernández & R. Gutierrez-Perez (Eds.), *This Bridge We Call Communication: Anzaldúan Approaches to Theory, Method, and Practice* (323-334). Lanham: Rowman.
6. Herakova, L. L., & Congdon Jr., M. (2021). Dwelling in revolutionary intimacies: Performing mentoring and/as reflexivity. In D. Trebing & A. Atay (Eds.), *Mentoring and Communication: Theories and Practices* (pp. 51-72). New York: Peter Lang.
7. Hao, R. N. (2011). Rethinking critical pedagogy: Implications on silence and silent bodies. *Text and Performance Quarterly, 31*, 267-284.
8. Huber, A. A. (2020). Failing at the help desk: Performing online teacher. *Communication Education, 69*(4), 464-479. https://doi.org/10.1080/03634523.2020.1803379
9. Kaufmann, J. J. (2010). The practice of dialogue in critical pedagogy. *Adult Education Quarterly, 60*, 456-476. https://doi.org/10.1177/0741713610363021
10. LeMaster, B. (2018). Embracing failure: Improvisational performance as critical intercultural praxis. Liminalities, 14(4), 1-21. http://liminalities.net/14-4/embracing.pdf
11. Lindemann, K. (2011). Performing (dis)ability in the classroom: Pedagogy and (con)tensions. *Text and Performance Quarterly, 31*(3), 285-302. https://doi.org/10.1080/10462937.2011.573188
12. Pelias, R. J. (2000). The critical life. *Communication Education, 49*(3), 220-228. https://doi.org/10.1080/03634520009379210

THE UNIVERSITY OF
MAINE
Graduate School

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Graduate Course Modification

Academic Unit: **Food & Agriculture**

Course Designator & Number: **FSN 538**   Effective Semester: **Summer 2024**

Course Title: **Fermented Foods and Probiotics**

Course Modification Type: **Description Change, Title Change**

Other Modification: _____

Current Catalog Description:
FSN 538

Deals with application of the principles of microbiology to the understanding of the fermentation of various categories of foods. Reviews current understanding of probiotic mechanisms and efficacy in humans.

Prerequisites & Notes
Must have a Graduate standing in FSN or permission.

Credits: 3

New Course Designator & Number: _____ Credit Hours: **3**

New Course Title: **Food Fermentation**

New Course Prerequisites:

Prerequisites & Notes Must have a Graduate standing in FSN or permission. Prior coursework in microbiology and food science suggested.

Current course prerequisites: _____

Cross-Listed Course: _____

Course Instructor: **Jennifer Perry, Associate Professor of Food Microbiology, 50% teaching**

New Catalog Description:
FSN 538

An overview of fermentation of various categories of foods by applying principles of microbiology. Includes discussion of microbial metabolic pathways of importance in microbial inoculants and the physicochemical changes that occur within the substrate matrix during the fermentation process.

Prerequisites & Notes
Must have a Graduate standing in FSN or permission. Previous coursework in general microbiology recommended.

Credits: 3

Reason for course modification:
Students who have taken the existing FSN 538 course have communicated a strong desire for more depth of content with regard to both major content areas. As a result, the existing course will be modified to focus only on the fermentation process/resulting food products and a new course will be proposed to cover the topic of probiotics and their use in foods in greater detail.

Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?

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

Additional Resources:

Course Frequency:
Course will be offering is expected to be every other year or as needed to meet demand. At present time the courses comprising my teaching load vary by year but this change would have no effect on the current scheme.

Can this course be repeated for credit? No

Total number of credits allowed: 3

Total number of completions allowed: 1

Can students enroll multiple times in a term? No

Mode of Instruction: Online (Asynchronous)

Endorsements

Leader: kpbell@maine.edu   Approved   Date: 09/14/23

College CC Chair: _____ _____ Date: _____

College Dean: susans@maine.edu   Approved   Date: 09/27/23

Leader: _____ _____ Date: _____

College CC Chair: _____ _____ Date: _____

College Dean: _____ _____ Date: _____

DLL: _____ _____   Date: _____

Graduate School   Date

MBA - 657 - Topics in Finance

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.

<u>Requested Action:</u> *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 <u>www.umaine.edu/citl</u>.

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

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* The purpose of this course is to create a designated Topics course that is specific to Finance. The MBA program features various general and concentration-specific electives; in the past, we have used the more general topics courses (MBA 545 and MBA 645). However, this has occasionally caused confusion among students, as they may not be sure which topics relate to what discipline. Additionally, with the Graduate School of Business being added to the degree progress report, it is more efficient to have a discipline-specific topic designated in its own course.

Department* The Maine Business School

New Course: * ☑ New Course   ☐ Experimental

EFFECTIVE SEMESTER:

Semester* Summer   **Year*** 2024

PROPOSED CATALOG DESCRIPTION:

Course Designator* MBA   **Proposed Course #*** 657

Course Type: * | Finance

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). * | Topics in Finance

Long Course Title * | Topics in Finance

Course Description: * | Detailed study in various aspects of finance.

Prerequisites: | MBA 651; Graduate School of Business degree program students, or permission from GSB. May be repeated for credit as long as topic varies.

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: *   1-3

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

If YES, total number of credits allowed: 9

If YES, total number of completions allowed: 9

*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) *

☐ 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 *

Varies by topic.

Course Instructor *

Instructor varies.

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. *

This course may overlap, on occasion, with MBA 545 - Topics in Business Administration and MBA 645 - Advanced Topics in Business Administration; a specific Topics in Finance course is necessary both to make course selection clearer for students and to make the degree progress report process more efficient for staff.

Maine Graduate School of Business
MBA 657 Topics in Finance

Instructor: Instructor varies

Email:

Office location and hours:

Office phone:

Modality: Online, asynchronous; 8-week session.

Prerequisites and notes: MBA 651; Graduate School of Business degree program students, or permission from GSB. May be repeated for credit as long as topic varies.

Credits: 3

Course Description: Detailed study in various aspects of finance.

Required Material
Varies by topic.

Grading
Varies by topic.

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, 121 East Annex, um.sas@maine.edu, 581.2319, as early as possible in the term. Students may begin the accommodation process by submitting an accommodation request form online and uploading documentation at https://umaine-accommodate.symplicity.com/public_accommodation/. 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: 207-581-1409, 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).

1 8 6 5 THE UNIVERSITY OF
MAINE
Graduate School

5775 Stodder Hall
Orono, Maine 04469-5775
umaine.edu/graduate
graduate@maine.edu
207.581.3291

New Graduate Course Proposal

Academic Unit: Mechanical Engineering

Course Designator & Number: MEE 553   **Effective Semester:** Spring 2024

Course Title: Aircraft Design

Course Type: New Course

Proposed Catalog Description:

The conceptual design of an aircraft to satisfy given specifications, including elements of initial sizing, geometry selection (or vehicle configuration), aerodynamics, propulsion integration, stability and control, loads, structures, manufacturability, and cost analysis. Students will apply design skills in a semester long design project.

Students who have completed MEE 448 with a passing grade are not eligible to take MEE 548 or vice versa.

Course Prerequisites: MEE348 or instructor permission

Credit Hours: 3

Component: Lecture

Cross-Listed Course: MEE448

Text(s) Planned for Use:

General Aviation Aircraft Design, Applied Methods and Procedures, by Snorri Gudmundsson. ISBN 978-0-12-397308-5 BH Elsevier

Course Instructor: Wilhelm Friess, Associate professor, 2+2

Reason for new course:

The objective of this proposal is to offer (cross-list) MEE 448 (now taught in its 5th iteration) as a graduate level course (proposed MEE 548). During its first two iterations in 2017 and 2018 an average of 22 students enrolled in the course, then rapidly growing to an enrollment of 38-40 students (course is capped at 40) each subsequent iteration. There is very strong interest in aerospace related courses in our student population, also demonstrated by the increasing number of students that obtain the undergraduate aerospace concentration.

The motivation for offering this course as a graduate level course primarily resides in the low number of graduate-level Aerospace courses available to graduate students, a situation that has worsened since the departure of the faculty members that were teaching the advanced fluids and CFD courses. In 2021 a new graduate concentration in Aerospace Engineering was approved, with only 4 graduate level courses in the core offering, with now 2 of them (MEE 560 and MEE 562) not being offered due to faculty departure.

Rationale
1 - Establishing MEE 548 will respond to the increasing demand in aerospace courses of our student body
2 - Address our current shortfall of graduate level courses and support future growth
3 - Directly support the new graduate concentration in Aerospace Engineering
4 - Support a potential reviving of the Graduate Certificate in Aerospace Engineering that has remained dormant for some years now (WIP).

Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?
No. The academic unit will not request additional resources for this course

Additional Resources:

Academic Units Affected (if any):
No other units affected

Course Frequency:
annually in fall semester. No resulting overload.

Can this course be repeated for credit? No

Total number of credits allowed: _____

Total number of completions allowed: _____

Can students enroll multiple times in a term? No

Mode of Instruction: In-Person

Endorsements

Leader: masoud.raisrohani@maine.edu   Approved   **Date:** 02/28/23

College CC Chair: musavi@maine.edu   Approved   **Date:** 02/28/23

College Dean: musavi@maine.edu   Approved   **Date:** 02/28/23

Leader: _____ _____ **Date:** _____

College CC Chair: _____ _____ **Date:** _____

College Dean: _____ _____ **Date:** _____

DLL: _____ _____ **Date:** _____

_____
Graduate School   **Date**

MEE 553 Aircraft Design

Course is cross-listed with MEE448, Aircraft Design

Course Description

The conceptual design of an aircraft to satisfy given specifications, including elements of initial sizing, geometry selection (or vehicle configuration), aerodynamics, propulsion integration, stability and control, loads, structures, manufacturability, and cost analysis. Students will apply design skills in a semester long design project.

Students who have completed MEE 448 with a passing grade are not eligible to take MEE 548 or vice versa.

Credits: 3.

Prerequisites

Prerequisite: MEE348 or instructor permission

Instructor

Alex Friess
Ferland EEDC 221
Phone: 207-581-2122
Email: Wilhelm.friess@maine.edu
Office Hours: TBA

Class Location and Time

Location: TBA
Time:

Class Modality: In person

Textbook and computer

- REQUIRED: General Aviation Aircraft Design, Applied Methods and Procedures, by Snorri Gudmundsson. ISBN 978-0-12-397308-5 BH Elsevier
- REQUIRED: You will need to download, install and use XFLR5 (http://www.xflr5.com/xflr5.htm)

- REQUIRED: You will also need to have and use Excel, and (strongly recommended) either MathCAD (free basic version at https://www.ptc.com/en/mathcad-download), SMath (free, at https://en.smath.com/view/SMathStudio/summary) or MatLAB.
- You will need a CAD package (i.e. Solidworks) to produce the drawing package for your design.

Online Resources
Class website, including lectures and all course materials and communications will be through Brightspace. Announcements regarding the course will be made through Brightspace – you are responsible for checking the course website regularly.

Course Objectives
The objectives of this course are for the student to:

1. Become familiar with the evolution of fixed wing aircraft and their characteristics
2. Understand the complex relationship between fixed wing aircraft components and mission performance
3. Be able to apply the engineering design process to fixed wing aircraft
4. Develop communications skills needed for engineering practice
5. Develop logical thinking which can be used to approach unfamiliar problems

Course Outcomes
Upon successful completion of this course, the student will be able to:

1. Present an overview of aircraft types and development criteria.
2. Understand the tradeoffs in aircraft configurations due to mission and performance requirements
3. Define the design space of fixed wing aircraft based on mission requirements, and carry out appropriate trade studies
4. Conduct a structural-analysis based weight estimation of an aircraft wing
5. Perform basic airframe sizing
6. Perform basic 2D and 3D aerodynamic analysis, and apply software and experimental tools
7. Develop potential flow theory based algorithms for the computation of spanwise lift distributions
8. Perform basic stability analysis
9. Perform basic cost analysis
10. Generate basic design documentation including 3view drawing package.

Assessment Methods

- Weekly Quizzes   30%
- Individual assignments   40%
- Semester Project   30%

Grading Policy

The following plus-minus system will be employed for your final grades:

Score	Letter Grade	Score	Letter Grade
93-100	A	70-72.9	C-
90-92.9	A-	67-69.9	D+
87-89.9	B+	63-66.9	D
83-86.9	B	60-62.9	D-
80-82.9	B-	< 60	F
77-79.9	C+		
73-76.9	C		

Course Schedule

The schedule of class topics is noted in the following schedule. The schedule is tentative and is subject to change as a result of classroom disruption (as noted in the Contingency Plan) or if a change in pace or order of the covered material is deemed suitable for class success.

Dates	Topics (Tentative)	Covers
Week 1	Introduction to fixed wing aircraft	Ch 1
Week 2	Aircraft configuration layout	Ch 4
Week 3	Aircraft materials and structures	Ch 5
Week 4	Weight estimation	Ch 6
Week 5	Constraint analysis	Ch 3
Week 6	Propulsion and project	Ch 7
Week 7	2 D aerodynamics	Ch 8
Weeks 8	2D aerodynamics and project	Ch 8
Week 9	XFLR5 and project	Lab
Week 10	Wing aerodynamics	Ch 9
Week 11	Wing aerodynamics	Ch 9
Week 12	Wing aerodynamics	Ch 9

| Week 13 | Stability and control | Ch 11 |
| Week 14 | Costing and Semester project | Ch 2 |

Professionalism

This is a senior/graduate level course, and as such senior/graduate level professionalism and quality of deliverables are expected, including clear and stylistically and grammatically correct writing, appropriate use if significant figures, rounding, etc. Further, punctuality, and professional behavior expected at all times.

Attendance Policy

Attendance to the synchronous portions of the course is required. However, unforeseen occurrences may happen, and students may miss classes because of ill health, family emergency, or other justified reason beyond their control (to justify an absence a doctor's note or other written proof will be required). In this case it is the student's responsibility to notify instructors of the reasons for missing class and to make arrangements for making up missed work. In the case of recurring absences the instructor may lower the course grade, and if absences are extensive, even for legitimate reasons, it may be impossible to meet the objectives of the course and thus result in a failing or Incomplete grade.

Academic Honesty

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

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

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.

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

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

Contingency Plan
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.

NUR - 560 - Advanced Nursing Scholarship

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.

<u>Requested Action:</u> *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 <u>www.umaine.edu/citl</u>.

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

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* The American Association of Colleges of Nursing (AACN), the School of Nursing program accreditor, has mandated new essential competencies for accreditation. To remain compliant with the AACN's New Essentials, the SON must revise and overhaul the graduate curriculum. These changes reflect the latest science and knowledge about nursing and nursing education and are essential for success for the SON graduates.

Department* School of Nursing

New Course:* ☑ New Course   ☐ Experimental

EFFECTIVE SEMESTER:

Semester* Spring

Year* 2024

PROPOSED CATALOG DESCRIPTION:

Course Designator* NUR

Proposed Course #* 560

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). *

Advanced Nursing Scholarship

Long Course Title *

Advanced Nursing Scholarship

Course Description: *

An advanced introduction to the theoretical and methodological basis of contemporary nursing scholarship and practice. By applying theory and research-based knowledge, the distinctive features of nursing scholarship relative to other disciplines and the diversity of scholarly practices that contribute to the practice of nursing are explored. Fundamental skills, values, awareness and curiosity necessary to advance nursing scholarship and contribute to health equity will be discussed.

Prerequisites:

Graduate student in nursing or permission from the department.

Corequisites:

n/a

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

Credit Hours: * 2

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)*

☐ 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*   Tobbell, D. A. (2022). Dr. Nurse: Science, politics, and the transformation of American nursing. University of Chicago Press.

Course Instructor*   Katherine Weatherford Darling

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

(Updated 10/12/2023)

University of Maine
School of Nursing

NUR560: Advanced Nursing Scholarship

Course Description

An advanced introduction to the theoretical and methodological basis of contemporary nursing scholarship and practice. By applying theory and research-based knowledge, the distinctive features of nursing scholarship relative to other disciplines and the diversity of scholarly practices that contribute to the practice of nursing are explored. Fundamental skills, values, awareness and curiosity necessary to advance nursing scholarship and contribute to health equity will be discussed.

Credits: 2 credit hours
Prerequisites: Graduate student in nursing or permission from the department.

Course Delivery Method

Mode of Instruction

Online

Time Options

Asynchronous

Course materials for each week/module will be posted on Thursdays

Periodic virtual meetings with classmates and instructor scheduled as needed

Digital Services, Hardware, Software

Learning Management System: Brightspace

Faculty Information

Dr. Katherine Weatherford Darling, PhD
e-mail: Katherine.darling@maine.edu
Phone: 207.581.2599
Office: Dunn Hall Room 224

Office Hours

Spring Office Hours TBD make an appointment at Professor Darling's Google Calendar Page [Link]

Instructional Materials and Methods

Tobbell, D. A. (2022). Dr. Nurse: Science, politics, and the transformation of American nursing. University of Chicago Press.

Additional required PDFs and course materials will be available on Brightspace.

Course Goals

Student Learning Outcomes

By the end of the course, learners will be able to:

- Identify the history and development of the distinct perspective and practice of nursing relative to other disciplines and professions.
- Demonstrate an understanding of the research process and different approaches to scholarly practice
- Appraise research and apply nursing science to human experience and nursing practice.
- Demonstrate intellectual curiosity, social responsibility and ethical reflectivity necessary to advance robust and equitable nursing scholarship.

Grading and Course Expectations

This is an active-learning and project-based course that allows students to demonstrate the competencies of nursing scholarship described below.

Course Learning Objective	AACN Competencies	Activities or Assessments
Understand the history and development of the distinct perspective and practice of nursing relative to other disciplines and professions.	1.1 Demonstrate an understanding of the discipline of nursing's distinctive perspective and where shared perspectives exist with other disciplines (1.1a-d)	Activity/Discussion 1 Nursing Journey Reflection Paper Book Club
Demonstrate an understanding of the research process and different approaches to scholarly practice	4.1 Advance the scholarship of nursing (4.1a-4.1g)	Nursing Science Journal Club & Article Critique Nursing Scholar Informational Interview
Evaluate research and apply nursing science to human experience and nursing practice.	1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences (1.2a-1.2e)	Activity/Discussion 2 Evidence-based Practice Change Project
Demonstrate intellectual curiosity, social responsibility and ethical reflectivity necessary to advance robust and equitable nursing scholarship.	1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences (1.2a-1.2e)	Activity/Discussion 3 Evidence-based Practice Change Project Nursing Scholar Vision & Values Statement

Assignment Descriptions

Activity/Discussions (3): Three activities/discussions will allow learners to practice and demonstrate key skills and knowledge.

Nursing Journey Reflection: Learners will write a brief reflection essay describing their journey within the nursing profession and contextualize their experiences and perspectives within the historical transformation of nursing practice and scholarship in the U.S.

Book Club: Learners will read Tobbell 2022 and discuss the book in small groups in order to develop their shared understanding of the distinctive perspective of Nursing in the context of other disciplines and health professions.

Nursing Science Journal Cub & Article Critique: To develop their understanding of the research process and practice evaluating research, Learners will select one peer-reviewed journal article and critically analyze strengths and weaknesses of the research in a short presentation and paper. Each learner will watch the presentation of another student and respond with a reply in a discussion forum.

Nursing Scholar Informational Interview: To gain an understanding of the diverse perspectives and practices of Nursing scholarship, learners will interview a Nursing Scholar (e.g. PhD, DNP, NP or masters' prepared nurse). They will practice the skills of qualitative research by writing open-ended questions, conducting the interview and writing up field notes. Learners will critically reflect on the interview in the context of the knowledge, skills, practices and disciplines that make up contemporary nursing scholarship.

Evidence-based Practice Change Project: In small groups, learners will move through each of the stages of evidence-based practice, including developing a PICO question, searching and evaluating relevant research literature (5-10 sources), synthesizing key themes and suggesting a practice change.

Nursing Scholar Vision & Values Statement: At the end of the semester, learners will revisit their journey reflection in light of what they have learned in NUR560. They will meet with their academic advisor to discuss the goals for their program of student and long-term career goals, reflect on these goals, and develop a vision and values statement to guide their future approach to advanced nursing scholarship.

Each assignment will be evaluated according to a rubric with specified criteria for success.

Assignment	Points
Activities/Discussions (3)	15
Nursing Journey Reflection	5
Book Club (small groups)	15
Nursing Science Journal Club & Article Critique	15

Nursing Scholar Informational Interview	15
Evidence-Based Practice Change Project (small groups)	30
Nursing Scholar Vision & Values Statement	5
Total	100

Course Schedule

Module	Topics	Assignments / Activities
Week 1	History & Transformation of U.S. Nursing	Nursing Journey Reflection
Week 2	Social Responsibility & Ethics in Nursing Science	Activity/Discussion #1
Week 3	Research Process	
Week 4	Nursing Theory/Methods I	Nursing Journal Club
Week 5	Nursing Theory/Method II	Activity/Discussion #2
Week 6	Evidence-Based Practice Introduction	Group PICO Statement
Week 7	Health Equity Principles & Practices Introduction	Dr. Nurse Book Group
Week 8: Spring Break		
Week 9	Clinical & Translational Science Introduction	
Week 10	Interdisciplinary Knowledge & Interprofessional Practice	Group Search Strategy
Week 11	Cultural Humility & Structural Competency in Nursing Science	
Week 12	Hierarchies of Evidence & Politics of Knowledge	Informational Interview
Week 13	Science Communication Principles	Activity/Discussion #3

Week 14	Clinical Guidelines	Group Literature Synthesis
Week 15	Learning/Personal Reflection	
Finals Week Final EBP Group Project & Recommendation Nursing Scholar Vision & Values Statement		

Learning Resources

- **Course Infrastructure & Access:** This class will be taught through the Brightspace system. Every effort will be made to make these accessible to those with dial-up connections. A list of University of Maine System sites with free computer access will be provided on request. Written paper assignments and case studies will be completed and submitted to the appropriate link found in each week's assignment. Discussion Board assignments will be completed and submitted directly to the appropriate discussion board. Assignment grades will be posted under "My Grades."

- **Computer Literacy Requirements:** Basic computer skills are required. Students will require reliable access to a computer, know how to turn the computer on and reboot when necessary. They will know how to use the Internet and how to access Brightspace. They will know how to send and retrieve e-mail messages and send attachments via e-mail. Course information will be transmitted using the Brightspace course site.

- **Hardware, Software and Bandwidth Requirements:** You will need reliable access to a reasonably fast computer (i.e. one purchased or upgraded within the last 2 – 3 years), software programs that provide access to the Internet and Brightspace, and an Internet connection at 300K broadband speed or higher allowing you to view the video streaming podcasts.

- **Technical Support: Help Line 1-877-947-4357 or 207-581-4591**

  - Hours: Monday-Thursday 8 AM-7PM; Friday 8AM- 5PM
  - Weekends: Please email to cedtechhelp@umit.maine.edu

- **Importance of Time Management:** Unlike courses that meet in an on-campus lecture hall or laboratory, this on-line course offers you flexibility on the time of day and day of the week that you complete assignments and respond to discussion board topics. For these reasons, good time management skills are particularly important for an on-line course.

Teaching and Learning Strategies

Instructional strategies for the online portion of the course may include discussion, handouts, assigned readings, audio-visual aids, and computer assisted instruction (CAI). All course information is available through the Brightspace learning management system. **The format of the online course is based on self-directed learning. The structure of the course will help provide direction and resources but learners must be proactive and initiate activities that enhance their learning.** It is expected that the learner seeks out resources such as the required textbook(s), accompanying resources, internet materials, journal articles, and additional web sites to individualize student learning.

The course material is presented in modules of varying length. See the course schedule for details about the time periods for the modules and other critical information.

Course Policies
Grading Procedures
- Evaluation of learning will be determined by performance on homework assignments, participation in discussion forums conversations, and one major paper.
- **Grading Rubrics**: All assignment rubrics available on Brightspace in content folder.

Grading Criteria

School of Nursing participates in the +/- grading system. Individual faculty may choose to award a plus (+) or a minus (-) grade in nursing courses.

The following criteria have been adopted for plus and minus grades:
A = 92% - 100% ; A-= 90-91% ; B+= 88-89% B= 82-87 % ; B- = 80% - 81% C+ = 78% - 79%; C= 77 ; C--= 70-76 ; D = 60% - 69%; F = below 60%

- Grades are assigned as whole numbers are not rounded up. This applies to individual quiz and exam scores, course assignments, and final course grades.
- *A cumulative grade of **80%** (B-) must be achieved to pass this course.
  - * "Students are expected to achieve a grade of B- or higher in all courses. If a student earns a C or lower in any course, the student is counseled and dismissed from the nursing major." (Graduate Student Handbook, p. 40).
- A grade of "I" (incomplete) will only be used for extreme circumstances and documentation will be required. The student will have a mandatory meeting with faculty to document a plan to clear the "I" grade per UMaine and SON policy. The student cannot progress to a subsequent course with an "I" in a prerequisite or professional course.

Deadlines: All deadlines have a 24-hour grace period. Contact Professor Darling before the assignment deadline to set-up a reasonable extension if illness, caregiving responsibilities or another emergency prevents you from turning in the assignment more than 24 hours after the deadline.

Communication: Include NUR 561 in the subject line of all e-mails to ensure your message isn't missed or pushed to a spam folder. Allow 72 hours for a response and please note that I am offline on evenings and weekends.

File formats: Submit all work in standard file formats (e.g. Microsoft Word)

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: https://www.maine.edu/board-of-trustees/policy-manual/section-314/

Students Accessibility Services Statement

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, um.sas@maine.edu, 581.2319, as early as possible in the term. Students may begin the accommodation process by submitting an accommodation request form online and uploading documentation at https://umaine-accommodate.symplicity.com/public_accommodation/. 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, Dr. Darling, 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 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 **Cutler Health Center: at 207-581-4000**.

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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.

(Updated 10/12/2023)

University of Maine
School of Nursing

NUR561: Population Health for a Global Society

Course Description

A comprehensive introduction to the methods and collaborative activities necessary for managing population health across the health delivery continuum in order to achieve equitable population health outcomes. Topics include the application of health equity principles and practices to design and implement evidence-based population health interventions for a global society.

Credits: 3 credit hours
Pre-requisites: Graduate nursing student or permission from the department.

Course Delivery Method

Mode of Instruction

Online

Time Options

Asynchronous
Course materials for each week/module will be posted on Tuesdays
Periodic virtual meetings with classmates and instructor scheduled as needed

Digital Services, Hardware, Software

> Learning Management System: Brightspace

Faculty Information

Dr. Katherine Weatherford Darling, PhD
e-mail: Katherine.darling@maine.edu
phone: 207.581.2599
Office: Dunn Hall Room 224

Instructional Materials and Methods

There is no required textbook. Required PDFs and other media will be posted on Brightspace.

Course Goals

Student Learning Outcomes

Upon completion of the course, learners will be able to:

- Appraise population health data, identify community priorities to develop and evaluate socio-culturally and linguistically responsive population health interventions.
- Demonstrate the ethical principles and practices of health equity to build effective and mutually accountable collaborations for the improvement of equitable population health outcomes.
- Translate local, state and transnational policy processes and their impact on population health in order to contribute to evidence-based policy change.
- Explain the social and economic impacts of healthcare delivery systems in order to develop safe, effective and efficient community action plans.
- Define policy and community conditions that contribute to public health emergencies and develop strategies to support the resilience of healthcare delivery and public health systems during disasters.

Grading and Course Expectations

This course uses active and project-based learning to allow students to demonstrate the skills and competencies described below.

Course Learning Objective	AACN Pop Health Competencies	Relevant Activities & Assessments
Assess population health data, identify community priorities to develop and evaluate socio-culturally and linguistically responsive population health interventions.	3.1 Manage Population Health (3.1a-3.1i)	Key Concept Presentations Activity/Discussion 1 Upstream Intervention Design & Evaluation
Apply the ethical principles and practices of health equity to build effective and mutually accountable collaborations for the improvement of equitable population health outcomes.	3.2 Engage in effective partnerships (3.2a-3.2c) 3.4 Advance equitable population health policy (3.4b & 3.4d)	Activity/Discussion 2 Upstream Intervention Design & Evaluation
Understand local, state and transnational policy processes and their impact on population health in order to contribute to evidence-based policy change.	3.4 Advance equitable population health policy (3.4a-3.4e)	Activity/Discussion 3 Health Impact Assessment of a Policy Change Policy Brief
Understand the social and economic impacts of healthcare delivery systems in order to develop safe, effective and efficient community action plans.	3.3 Consider the socioeconomic impact of the delivery of health care (3.3a & 3.3b)	Activity/Discussion 4 Delivery System Transformation Plan & Evaluation
Identify policy and community conditions that contribute to public health emergencies and develop strategies to support the resilience of healthcare delivery and public health systems during disasters.	3.6 Advance preparedness to protect population health during disasters and public health emergencies (3.6a-3.6e)	Activity/Discussion 5 Community Asset Map & Resilience Plan

Assignment Descriptions

Key Concept Presentations: Learners will distill and present key concepts in population health science and practice.

Activities/Discussion (5): Five activities/discussions will allow learners to demonstrate key skills and knowledge.

Upstream Intervention Design & Evaluation: In small groups, learners will collaboratively design and upstream population health intervention, including a plan for evaluation

Health Impact Assessment of Policy Change: In small groups, learners will create a plan for evaluating the health outcomes and impacts on the healthcare delivery system of a policy change.

Policy Brief: Learners will write a 2-page policy brief to educate legislators or policy-makers about a population health issue.

Delivery System Transformation Plan & Evaluation: In small groups, learners will identify a necessary healthcare delivery system change and develop a plan for implementing and evaluating the system transformation.

Community Asset Map & Resilience Plan: In small groups, learners will map community assets and develop a plan to increase community resilience to a disaster or emergency.

Each assignment will be evaluated according to a rubric with specified criteria for success.

Assignment	Points
Key Concept Presentations	10
Activities/Discussions (5)	25
Policy Brief	10
Upstream Intervention Plan	25
Health Impact Assessment	10
System Transformation	10

Resilience & Response Plan	10
Total	100

Course Schedule

Module	Topics	Activities/Assignments
Week 1	Introduction to Population Health & Course Logistics	
Week 2	Key Concepts in Pop Health	Activity/Discussion #1
Week 3	Healthy People 2030 & Sustainable Development Goals	Key Concept Presentations
Week 4	Health Equity in All Policies	
Week 5	Introduction to the Policy Process	Activity/Discussion #2
Week 6	Accessing & Assessing Population Health Data	Policy Brief
Week 7	Principles of Evaluation	Health Impact Assessment
Week 8: Spring Break		
Week 9	Collaboration and Community-led Planning for Population Health	Activity/Discussion #3
Week 10	Socially & Linguistically Responsive Communication	
Week 11	Cost-effectiveness & economic analysis for population health	Activity/Discussion #4
Week 12	Identifying Stakeholders & Community Assets	System Transformation Plan
Week 13	Climate Change & Health	
Week 14	Migration/Immigration & Health	Community Asset Map & Resilience Plan
Week 15	Emerging Public Health Emergencies	Activity/Discussion #5

Finals Week Upstream Intervention Plan & Evaluation

Learning Resources

- **Course Infrastructure & Access:** This class will be taught through the Brightspace system. Every effort will be made to make these accessible to those with dial-up connections. A list of University of Maine System sites with free computer access will be provided on request. Written paper assignments and case studies will be completed and submitted to the appropriate link found in each week's assignment. Discussion Board assignments will be completed and submitted directly to the appropriate discussion board. Assignment grades will be posted under "My Grades."

- **Computer Literacy Requirements:** Basic computer skills are required. Students will require reliable access to a computer, know how to turn the computer on and reboot when necessary. They will know how to use the Internet and how to access Brightspace. They will know how to send and retrieve e-mail messages and send attachments via e-mail. Course information will be transmitted using the Brightspace course site.

- **Hardware, Software and Bandwidth Requirements:** You will need reliable access to a reasonably fast computer (i.e. one purchased or upgraded within the last 2 – 3 years), software programs that provide access to the Internet and Brightspace, and an Internet connection at 300K broadband speed or higher allowing you to view the video streaming podcasts.

- **Technical Support: Help Line 1-877-947-4357 or 207-581-4591**

  - Hours: Monday-Thursday 8 AM-7PM; Friday 8AM- 5PM
  - Weekends: Please email to cedtechhelp@umit.maine.edu

- **Importance of Time Management:** Unlike courses that meet in an on-campus lecture hall or laboratory, this on-line course offers you flexibility on the time of day and day of the week that you complete assignments and respond to discussion board topics. For these reasons, good time management skills are particularly important for an on-line course.

Teaching and Learning Strategies

Instructional strategies for the online portion of the course may include discussion, handouts, assigned readings, audio-visual aids, and computer assisted instruction (CAI). All course information is available through the Brightspace learning management system. **The format of the online course is based on self-directed learning. The structure of the course will help provide direction and resources but learners**

must be proactive and initiate activities that enhance their learning. It is expected that the learner seeks out resources such as the required textbook(s), accompanying resources, internet materials, journal articles, and additional web sites to individualize student learning.

The course material is presented in modules of varying length. See the course schedule for details about the time periods for the modules and other critical information.

Course Policies
Grading Procedures
- Evaluation of learning will be determined by performance on homework assignments, participation in discussion forums conversations, and one major paper.
- **Grading Rubrics**: All assignment rubrics available on Brightspace in content folder.

Grading Criteria

School of Nursing participates in the +/- grading system. Individual faculty may choose to award a plus (+) or a minus (-) grade in nursing courses.

The following criteria have been adopted for plus and minus grades:
A = 92% - 100% ; A-= 90-91% ; B+= 88-89% B= 82-87 % ; B- = 80% - 81% C+ = 78% - 79%; C= 77 ; C--= 70-76 ; D = 60% - 69%; F = below 60%

- Grades are assigned as whole numbers are not rounded up. This applies to individual quiz and exam scores, course assignments, and final course grades.
- *A cumulative grade of **80%** (B-) must be achieved to pass this course.
  - * "Students are expected to achieve a grade of B- or higher in all courses. If a student earns a C or lower in any course, the student is counseled and dismissed from the nursing major." (Graduate Student Handbook, p. 40).
- A grade of "I" (incomplete) will only be used for extreme circumstances and documentation will be required. The student will have a mandatory meeting with faculty to document a plan to clear the "I" grade per UMaine and SON policy. The student cannot progress to a subsequent course with an "I" in a prerequisite or professional course.

Deadlines: All deadlines have a 24-hour grace period. Contact Professor Darling before the assignment deadline to set-up a reasonable extension if illness, caregiving responsibilities or another emergency prevents you from turning in the assignment more than 24 hours after the deadline.

Communication: Include NUR 561 in the subject line of all e-mails to ensure your message isn't missed or pushed to a spam folder. Allow 72 hours for a response and please note that I am offline on evenings and weekends.

File formats: Submit all work in standard file formats (e.g. Microsoft Word)

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: https://www.maine.edu/board-of-trustees/policy-manual/section-314/

Students Accessibility Services Statement

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, um.sas@maine.edu, 581.2319, as early as possible in the term. Students may begin the accommodation process by submitting an accommodation request form online and uploading documentation at https://umaine-accommodate.symplicity.com/public_accommodation/. 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, Dr. Darling, 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.

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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 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

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SFR - 526 - Dendrochronology

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.

<u>Requested Action:</u> *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 <u>www.umaine.edu/citl</u>.

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

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 students in SFR and other units are increasingly using dendrochronology methods to address a variety of research topics, particularly regarding climate change issues and forest carbon-cycle analyses, as well as more traditional topics such as forest disturbance and stand dynamics. Given his expertise on the topic, Dr. Fraver has often been asked to provide one-on-one training to individual students, which has been rather inefficient and somewhat superficial, given time constraints. Although this proposed course will still require one-on-one training (given the nature of the instruments), overall it represents a dramatic increase in training efficiency, and it will provide a more structured and in-depth approach to the topic.

Dr. Fraver offered this course twice as a Special Problems course (SFR-605) in Spring 2020 (six students, one non-SFR) and Spring 2023 (seven students, two non-SFR). Both courses were very well received. The proposed syllabus reflects changes to the course based on student feedback. Further, the course structure and content builds off of Dr. Fraver's experience in co-teaching three intensive Dendrochronology Fieldweeks (in Sweden, Norway, and the US).

Department* School of Forest Resources

New Course: * ✓ New Course ☐ Experimental

EFFECTIVE SEMESTER:

Semester* Spring   **Year*** 2024

PROPOSED CATALOG DESCRIPTION:

Course Designator* SFR

Proposed Course #* 526

Course Type: * Forest Resources

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). * Dendrochronology

Long Course Title* Dendrochronology

Course Description:* This course covers practical aspects of dendrochronology (tree-ring analysis) as they apply in forested settings. Tree-ring patterns represent a biological archive, which when properly interpreted, can help us understand how past environmental conditions have structured present-day forests. The goal of the course is to present concepts and methods of dendrochronology in sufficient depth for students to address climate–growth relationships, past disturbances, and forest productivity. The course includes lectures, laboratory exercises, and discussions.

Prerequisites: SFR 507 (Forest Ecology), BIO 509 (Experimental Design) or equivalent, or instructor's permission.

Corequisites: None

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

Credit Hours: *   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. 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) *

☐ 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. Scientific papers, popular readings, and videos assigned weekly.

Course Instructor*   Dr. Shawn Fraver

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.*

No similar course exists at UMaine; no overlap is expected. In addition to SFR students, this course could attract graduate students from EES, SBE, WFCB, and CCI.

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

Course will be offered every other spring. No similar course exists at UMaine; no overlap is expected.

for the proposed
course.*

SFR 526 Dendrochronology, Spring 2024

Course Description: This course covers practical aspects of dendrochronology (tree-ring analysis) as they apply in forested settings. Tree-ring patterns represent a biological archive, which when properly interpreted, can help us understand how past environmental conditions have structured present-day forests. The goal of the course is to present concepts and methods of dendrochronology in sufficient depth for students to address climate–growth relationships, past disturbances, and forest productivity. The course includes lectures, laboratory exercises, and discussions.

Class Schedule: Lectures will be given [*time, days, location TBD*]; laboratory exercises will take place [*time, days, TBD*] in the Tree-Ring Lab (room 146 Nutting Hall), the dry lab (room 118 Nutting Hall), or in the Perkins Hall woodshop.

Credits: 3 credits

Prerequisites: SFR 507 (Forest Ecology), BIO 509 (Experimental Design) or equivalent, or instructor's permission.

<div align="center">

Instructor:
Dr. Shawn Fraver
107 Nutting Hall
Tel: 581-2842
Email: shawn.fraver@maine.edu
Office/Lab hours as needed

Instructional Material

</div>

Readings: No text book required. Required readings for each week (as PDFs) are available in the course BrightSpace page or in the case of Jim Speer's text, *Fundamentals of Tree-Ring Research*, on reserve in the Fogler library for in-library checkout.

Other: Power Point presentations from lecture will be available (as PDFs) in the BrightSpace page, under Contents.

Goals and Objectives: The purpose of this course is to familiarize students with dendrochronology concepts and methods, thus providing a fundamental understanding of ring formation and tree growth, as they relate to environmental factors. These concepts and methods will allow students to assess climate–growth relationships, detect past disturbances, and quantify forest productivity. Students will demonstrate their mastery of these concepts and

1

methods by completing an individual research project to be presented to their classmates at the end of the semester.

Specific Learning Outcomes: Upon completion of the course, students will able to:

1. Demonstrate solid understanding of basic concepts, standard methodologies, and current developments in dendrochronology.

2. Design and conduct a typical dendrochronology study, including sample collection, sample preparation, cross-dating, ring-width measurements, series detrending ('standardization'), and data transformations.

3. Use standard dendrochronology software (J2X, COFECHA, or Coo-recorder), as well as R packages (dplR, treeclim, or TRADER) to perform basic dendrochronological functions and analyses.

4. Critique the research done by others in sub-fields of dendrochronology, such as stand dynamics, climate-growth relationships, productivity assessments.

Course Organization and Policies

The format for the course is one 50-minute lecture per week (*time TBD*), and one 2 hour and 50 minute laboratory period (*time TBD*). Most lectures will be augmented by required outside readings or videos, which will be posted on the BrightSpace page, under Contents. Attendance to lectures and labs is required. Excused absences will be accepted under special circumstances, such as participation in an official University function, illness, poor travel conditions, and family needs.

Assessment and Evaluation

Grades will be based on adequate completion of laboratory exercises (20%), two take-home exams (15% each), quality of the final independent project and presentation (35%), and participation during lectures and discussions (15% of total); see below. If you obtain between 90 and 100%, you will receive no less than an A-; between 80 and 89%, no less than a B-; between 70 and 79%, no less than a C-. Pluses and minuses will be attached to letter grades where appropriate.

Lab exercises: These vary from week to week and may take place in Perkins Hall (wood shop, preparing samples), the Dendrochronology Lab (identifying marker years, measuring, and cross-dating), or in the lecture room (using three dendrochronology packages in R). Grades will be based on proper use of equipment and successful completion of the exercises, as assessed by the instructor during the exercise.

Exams: Students will complete two take-home exams (due one-week after being assigned), one roughly one-third of the way through the course, the other roughly two-thirds of the way. The exams will cover material from lectures, lab exercises, and assigned readings and videos.

Final Presentations: Students will present (typically via PowerPoint) the results and implications of the individual project they have worked on throughout the semester. The format will follow the standard sequence for scientific presentations: Background, Research Objectives, Methods, Results, and Implications/Conclusions. The Methods and Results should include (at a minimum) cross-dating, chronology strength assessment (e.g., subsample signal strength, inter-series correlations), standardization, and climate-growth analyses (via response function analysis).

Participation: Participation will be assessed three times during the semester (5% of total grade each time): at the time of the two take-home exams, and upon the completion of the course. Low scores in the first two assessments may lead to discussions regarding strategies on how to overcome difficulties. Participation assessments will be based on the following rubric:

	Criteria			
Points	**5**	**4**	**3**	**2**
Engagement	Frequently contributes by sharing ideas and/or asking questions	Ocassionaly contributes by sharing ideas and/or asking questions	Rarely contributes by sharing ideas and/or asking questions	Never contributes by sharing ideas and/or asking questions
Listening	Listens when others talk; builds upon ideas of others	Listens when others talk	Does not listen when others talk	Does not listen when others talk; interrupts others
Preparation	Almost always prepared for class with readings and class materials	Usually prepared for class with readings and class materials	Rarely prepared for class with readings and class materials	Almost never prepared for class with readings and class materials

General Campus Policies

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Tentative Course Schedule

WEEK	LECTURE	LAB
1	Course overview	Safety Training; Core mounting
2	Basic Concepts (1)	Sample prep. in Perkins Hall
3	Basic Concepts (2)	Assigning Decades; Marker years
4	Basic Concepts (3)	Velmex + J2X Introduction
5	Cross-dating Concepts; **EXAM 1 Assigned**	Measure & Cross-date
6	Data checking, summarization	Measure & Cross-date
7	Guest Lecture	Measure & Cross-date
8	Standardization concepts	Standardization (in R)
9	Break -- No Class	Break -- No Class
10	Climate-Growth Concepts; **EXAM 2 Assigned**	Climate-Growth Analysis (in R)
11	Growth Release Concepts	Growth Release Analysis (in R)
12	Guest Lecture	Supervised individual projects in lab
13	Sampling considerations	Supervised individual projects in lab
14	Guest Lecture	Field exercise (Nutting woodlot)
15	Student Presentations	Student presentations

NUR - 561 - Population Health for a Global Society

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* The American Association of Colleges of Nursing (AACN), the School of Nursing program accreditor, has mandated new essential competencies for accreditation. To remain compliant with the AACN's New Essentials, the SON must revise and overhaul the graduate curriculum. These changes reflect the latest science and knowledge about nursing and nursing education and are essential for success for the SON graduates.

Department* School of Nursing

New Course: * ☑ New Course ☐ Experimental

EFFECTIVE SEMESTER:

Semester* Spring

Year* 2024

PROPOSED CATALOG DESCRIPTION:

Course Designator* NUR

Proposed Course #* 561

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). * Pop Health Global Society

Long Course Title * Population Health for a Global Society

Course Description: * A comprehensive introduction to the methods and collaborative activities necessary for managing population health across the health delivery continuum in order to achieve equitable population health outcomes. Topics include the application of health equity principles and practices to design and implement evidence-based population health interventions for a global society.

Prerequisites: Graduate nursing student or permission from the department.

Corequisites: n/a

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

Credit Hours: * 3

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

If YES, total number of credits allowed:

If YES, total number of completions allowed:

*Can students ○ Yes ○ No

"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: <u>UMS Data Governance Course Components Definitions</u>)

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. Required PDFs and other media will be posted on Brightspace.

Course Instructor*

Dr. Katherine Weatherford Darling, PhD

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