CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on March 4th, 2025 and is recommending the following courses to the Graduate Board for approval at its March 27th meeting.

New Courses:

AVS 530 Animal Genetics and Selection

FSN 546 Public Health Nutrition

FSN 547 Food and Bioprocess Technology

LMS 518 Curriculum in Library Environments

AVS - 530 - Animal Genetics and Selection

2024/25 AY - Undergraduate/Graduate Cross Listing New Course Proposal

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General Catalog Information

Undergraduate/Graduate Cross Listing New Course Proposal Form

Read before you begin

FILL IN all fields required marked with an *.

ATTACH supporting documentation.

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

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

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

New Course Career Offering*
- ☐ Undergraduate
- ☑ Graduate

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

Syllabus* ☑ Attached

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

NEW COURSE:* ☑ New Course

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

REASON FOR NEW COURSE*	The Animal and Veterinary Sciences program is in need of an animal genetics class to serve as the genetics requirement. In the past, we have relied upon BIO 250 Concepts and Application of Genetics but the faculty feel that an animal science focus is more advantageous for our students as it allows students to apply the knowledge back to their discipline. The content of this class has been verified and approved by vet schools that require a genetics class. Cross-listing will give incoming graduate students in AVS a much-needed curriculum addition.
Department*	School of Food and Agriculture

EFFECTIVE SEMESTER:

Semester*	Fall	Year*	2025

PROPOSED CATALOG DESCRIPTION:

Course Designator*	AVS	Proposed Course #*	530

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

Long Course Title*	Animal Genetics and Selection

Course Description:*	An application of qualitative and quantitative genetics to animal breeding and selection. An animal's performance is determined by genetics and their environment, and animal breeders aim to identify the genetically best animals according to their breeding objective. The course will cover population genetics, heritability and repeatability, selection response, mating systems, genomics, progeny testing and additional technologies. AVS 430 and AVS 530 cannot both be taken for credit.

Prerequisites:	AVS 430: BIO 200 AVS 530: Graduate Standing

Corequisites:	

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

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

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

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

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

Credit Hours:*	3

Does it meet Service-Learning?:*	○ Yes ● No

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

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

Can students enroll multiple times in term?	○ Yes ● No

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

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

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

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

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

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

If you answered yes, please include relevant curriculum changes here along with any edits that will be necessary with the addition of this course.	**In the AVS Pre-Veterinary/Bioscience Medical Microbiology Concentration**, AVS 430 - Animal Genetics and Selection will replace BIO 250 - Concepts and Applications of Genetics in the fall of the third year. **In the AVS Degree, the Pre-Veterinary Science Concentration, and the Equine Science Concentration**, AVS 430 Animal Genetics and Selection will replace BIO 250 Concepts and Applications of Genetics in the fall of the fourth year. AVS 430 will become a required course for the regular AVS Degree and the three concentrations.

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

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

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

TEXT(S) PLANNED FOR USE＊	None required

COURSE INSTRUCTOR＊	Glenda Pereira

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

Additional Resources Required	

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

○ YES, Fogler has affirmed that it has the digital and/or print resources needed for this course.

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

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

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

No

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

There is some overlap with BIO 250 (at the undergraduate level) from a genetics standpoint. A genetics course is necessary for vet school admission requirements, however this course (AVS 430) material is focused on animal genetics and is applied to the field of AVS. In addition, the course is offered at the 400 level, providing a more in depth exploration of genetics, and is crosslisted with a graduate-level AVS 530 to offer a much needed AVS graduate elective.

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

SBE has been consulted. Our instructor will collaborate with SBE genetics faculty to establish a campus-wide offering of genetics courses to meet student needs.

Syllabus for AVS 430/530 Animal Genetics and Selection

Course information:
Number and Title AVS 430/530 Animal Genetics and Selection
Mode of instruction Hybrid   **Day and Time** Tuesday and Thursday, 9:30-10:45am
Location Shibles Hall 313
Number of credits 3.0   **Pre-requisites AVS 430** BIO 200
          Pre-requisites AVS 530 Graduate Standing

Course Description: Application of qualitative and quantitative genetics to animal breeding and selection. An animal's performance is determined by genetics and their environment, and animal breeders aim to identify the genetically best animals according to their breeding objective. The course will cover population genetics, heritability and repeatability, selection response, mating systems, genomics, progeny testing and additional technologies. AVS 430 and AVS 530 both cannot be taken for degree credit.

Course objective: Students will understand the principles of animal breeding and genetics, selection responses and their application to animal improvement.

Digital Services, Hardware, Software: Brightspace, Zoom, Kaltura, Google Drive and Docs.

Textbooks and Materials: The textbook is not required. Students will be able to do the assignments with the materials provided in class. However, you may purchase or rent the textbook depending on your learning style. Understanding Animal Breeding, 3rd Ed. by Richard M. Bourdon

Instructor information:
Name Dr. Glenda Pereira
Office 5735 Hitchner Hall, Room 145, Orono, ME 04469
Office Hours By appointment in 145 Hitchner Hall (email/call to schedule)
Preferred method of communication: Email glenda.pereira@maine.edu
Other methods: in person by appointment, in class, Phone call 207-581-3240

Learning outcomes:
Course Level Student Learning Objectives: By the end of this course, students will be able to:
- Identify tools that are available to maximize the response to genetic selection in a variety of animal species.
- Describe simple and complex inheritance concepts.
- Set breeding goals relevant to overall breeding objectives, interpret a breeding program.
- Design and execute a breeding plan (graduate students only).
- Lead a paper discussion including facilitating and overseeing clarifying paper takeaways (graduate students only).

Student Expectations:

Students are expected to participate in class and online meetings and discussions (Zoom, Brightspace). Everyone is expected to develop in their learning of animal breeding and genetics which might not occur at the same pace and time for everyone. Therefore, students and the instructor are expected to conduct themselves professionally, provide support and an inclusive space to their peers and abide by the University of Maine policies.

Participation

Students are expected to attend all lectures (in person and virtual). We have a total of 23 days during the Fall 2025 semester when you can gain participation points. This is not the same as homework or other assignment submissions. You will be using Google forms to submit answers to 2 questions that I ask during class time. This will be graded for participation. To encourage participation, you will have until 2 PM of the participation day to submit your responses (see Fall 2025 schedule for more information).

If you miss a lecture do your best to read over the material provided and ask questions to your peers and the instructor. If you miss a significant amount of class time, please contact the instructor to make arrangements.

Assignments

- Homework: Two questions will be asked; students will need to demonstrate calculations of various concepts and interpretations discussed in class. The instructor will go over examples in detail during class. Two of the homework assignments will be initial drafts of the final breeding project to help you develop your project during the semester.
- Exam: during class time, divided into 3 sections, multiple choice T/F questions, definitions and short answer, calculations, and interpretations.
- Quiz: students will answer 10 multiple choice, T/F or fill in the blank questions.
- Journal Discussion: students will read a journal article on a topic (applied study) and summarize an assigned section of the article and share during class.
- Breeding project: students will choose a species and research breeding information with guided questions (provided by instructor). This will be submitted as a 1) written report, and 2) verbal presentation during the final week of class (see rubric on the last page).

For graduate students: in addition to the above assignments, you will have 2 extra homework assignments, lead and facilitate 1 journal discussion during class time (topic agreed upon by student and instructor), and design and execute a breeding plan in addition to the breeding project. You will write and present the breeding project and review/explain the breeding plan via a verbal presentation during the final week of class.

- Breeding plan: this is only for graduate students. Students will design a breeding plan for a species of their choice and calculate rate of genetic change for a trait with two different breeding scenarios.

Assignment submission

Please contact the instructor if you do not understand or are unsure about how to move forward with answering a question. Assignments will be submitted via Brightspace, but you may submit assignments via email or in person. I accept 2 submission attempts for homework and quizzes. Homework assignments and exam questions require you to show how you got the answer. Genetics requires quite a bit of calculations and interpretations, which are often more important than simply getting the correct answer. Showing your work and interpreting your answer can help you to receive partial credit even if the answer is incorrect.

Each assignment has a due date; however, you may submit assignments (quizzes, discussions, homework) one week after the due date (7 days total) without getting penalized. For example, homework # 1 is due on 9/8/2000 and you have from 9/1/2000 until 9/15/2000 to submit the assignment. Most assignments build on one another and due dates will keep you on track. Late assignments, especially the written draft assignments for your final project, might indicate the instructor is not able to provide feedback in a timely manner and may impact the quality of your work.

Failure to complete assignments will impact your final grade, therefore, please contact the instructor if you cannot submit the assignment on time or if you are unable to complete all assignments within the semester period.

Use of Artificial Intelligence tools

AI used in the following ways is acceptable: creating an outline, brainstorming and collecting ideas and information for an assignment, grammar, and proofreading. Proper citation is expected. If improperly cited, your work will be subject to the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314.

EXAMPLE of how to cite AI for Works-Cited-List Entry
"In 200 words, describe the symbolism of the green light in *The Great Gatsby*" follow-up prompt to list sources. *ChatGPT*, 13 Feb. version, OpenAI, 9 Mar. 2023, chat.openai.com/chat.

^this was retrieved from https://libguides.library.umaine.edu/citation. You can find more information for how to properly cite on the page mentioned above. Use MLA format.

Grading Policy

Grading (out of 100 points): A = 93–100; A− = 90–92; B+ = 87–89; B = 83–86; B− = 80–82; C+ = 77–79; C =73–76; C- = 70–72; D+ = 67–69; D = 63–66; D- = 60–62; F = 0–59. Grade fractions (ex. 92.5) are rounded up if >0.5.

Undergraduate students			Graduate students	
Assignments	**Points**		**Assignments**	**Points**
10 Online Homework (2 pts each)	20		12 Online Homework (2 pts each)	24
5 Online Quizzes (2 pts each)	10		5 Online Quizzes (2 pts each)	10
4 Journal Discussions (2 pt each)	8		3 Journal Discussions (2 pts each)	6
3 Exams (10 pts each)	30		3 Exams (10 pts each)	30
1 Breeding project	22		1 Breeding Project (+breeding plan)	25
Other			1 Lead Journal Discussion	5
Participation	10		**Other**	
Total	100		Participation is expected	
			Total	100

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.

Students Accessibility Services Statement

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 139 Rangeley Rd, um.sas@maine.edu, 581.2319, as early as possible in the term. Students may begin the accommodation process by submitting an accommodation request form online and uploading documentation. Once students meet with SAS and eligibility has been determined, students submit an online request with SAS each semester to activate their approved accommodations. SAS creates an accessibility letter each semester which informs faculty of potential course access and approved reasonable accommodations; the letter is sent directly to the course instructor. Students who have already

been approved for accommodations by SAS and have a current accommodation letter should meet with me (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 faculty or staff member who is deemed a "responsible employee" about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, they are required to report this information to Title IX Student Services or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:
For *confidential resources on campus*: **Counseling Center: 207-581-1392** or **Northern Light Primary Care, University of Maine: at 207-581-4000**. *Confidential Resource Advisor: 207-571-5372 (call or text). Or see the [Confidential Resource Advisor website](#) for a complete list of services and resources (open in a new window).*
For *confidential resources off campus*: **Rape Response Services:** 1-800-871-7741 or **Partners for Peace**: 1-800-863-9909.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:
For *support services on campus*: **Title IX Student Services: 207-581-1406**, **Office of Community Standards: 207-581-1406**, **University of Maine Police: 207-581-4040 or 911**.

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

AVS 430/530 Fall 2025 Schedule

Subject to revision as the course progresses and students will be notified.

Day	Week	Topic	Assignment due	Participation
TU 1	1	Introduction/Syllabus		
TH 2	1	Genetically "best" animal and breeding objective	Quiz 1	X
TU 3	2	Genes and chromosomes	Homework 1	X
TH 4	2	Mendelian Inheritance; Punnett Square	Homework 2	X
TU 5	3	Genes in Populations; Simply & Polygenetic traits	Homework 3	X
TH 6	3	Quantitative Traits	Quiz 2	X
TU 7	4	Guest Lecture or journal article discussion	Discussion 1	X
TH 8	4	Exam 1		
TU 9	5	Statistics part 1	Homework 4	X
TH 10	5	Statistics part 2	Homework 5	X
TU 11	6	Heritability and repeatability	Quiz 3	X
TH 12	6	Rate of genetic change	Homework 6	X
TU 13	7	No Class- Fall Break		
TH 14	7	Genetic prediction, genetic evaluations	Homework 7	X
TU 15	8	Interpret breeding values and sire summaries	Homework (graduate only #11)	X
TH 16	8	Beef/Dairy journal article discussion	Discussion 2	X
TU 17	9	Exam 2		X
TH 18	9	Correlated selection response	Homework 8	
TU 19	10	Multiple trait selection and selection index	Quiz 4	X
TH 20	10	Random and assortative mating	Homework (graduate only #12)	X
TU 21	11	Inbreeding	Homework 9	X
TH 22	11	Hybrid vigor/Crossbreeding	Homework 10	X
TU 23	12	Swine/Poultry journal article discussion	Discussion 3	X
TH 24	12	Exam 3		
TU 25	13	No Class- Thanksgiving		
TH 26	13	No Class- Thanksgiving		
TU 27	14	Domestic Animals journal article discussion	Discussion 4	X
TH 28	14	Animal Biotechnology		X
TU 29	15	Present Breeding projects	Quiz 5	X
TH 30	15	Present Breeding projects		X
SU	16	**Last day to hand in written report breeding project**		
FR	16	Final Grades Due		

	Criteria	Exemplary	Competent	Developing	Total
AVS 430 Rubric for Final Project (undergraduate students)					
Written (90 pts) graded by instructor	*Understanding.* *(4 pts possible)*	Identifies all-important breeding components, descriptions are identified and prioritized. (4 pts)	All major breeding components are identified but 1-2 minor ones are missing, some descriptions are absent. (3-2 pts)	More than two major breeding components and descriptions not identified. (1 or less pts)	/4
	Strategies, Reasoning, Procedures. *(6 pts possible)*	Presents evidence (*supported by literature*) that is relevant, accurate and sufficient. Recognizes implications and applications of animal breeding. (6-5 pts)	Presents evidence that is mostly relevant and/or mostly accurate. Recognizes some but is missing 1-2 implications and applications of animal breeding. (4-2 pts)	Presents evidence that is inaccurate and/or irrelevant. Does not present enough evidence or implications and applications of animal breeding. (2-1 or less pts)	/6
	Communication. *(4 pts possible)*	The report is organized, well written and articulated. Easy to follow and supports reader comprehension. Correct use of animal breeding terminology and notations for concepts. Tables and figures clarify presentation of ideas. Sentences are grammatical and free from spelling errors. Min of 2 pages, max 8 pages including references. (4 pts)	The report is organized and clearly written for the most part. In 2 or more areas, the logic or flow of ideas is difficult to follow. Minor exceptions in the use of correct animal breeding terminology and notations. Tables and figures are consistent with the text. Mostly grammatical free, spelling errors are present. (3-2 pts)	The report lacks organization, the reader must make significant effort to understand the logic and flow of ideas. Tables and figures are absent or inconsistent with the text. Grammatical and spelling errors make it difficult for the reader to interpret the text. (1 or less pts)	/4
Oral (50 pts) graded by instructor and students	*Presentation organization, clarity, and style* *(3 pts possible)*	Presentation is polished, speaker fluent in delivery, maintains an effective pace and eye contact, does not run over allotted time of 10 min. Clarifies, restates, and responds to questions. Summarizes when needed. (3 pts)	Presentation is polished, two points may be confusing. Pace is sometimes too fast or slow and the speaker slightly uneasy. Goes over allotted time (>10 min). Responsive to audience questions and needs. (2 pts)	Presentation is not polished and audience cannot follow presentation. The speaker is uneasy and can be heard only if audience is very attentive. Information is read. Responds to questions inadequately. (1 or less pts)	/3
	Content *(3 pts possible)*	The speaker demonstrates a robust understanding of their species, provides accurate and complete explanations of key concepts and applications. The audience gains insights. The information included in the presentation is consistently accurate. (3 pts)	The speaker demonstrates a limited understanding of their project species/industry. Most explanations of concepts are accurate and complete. Some helpful applications are included. No significant errors are made outside of nervousness or oversight. (2 pts)	The speaker demonstrates a casual understanding of their project species/industry. Explanations of concepts are inaccurate/incomplete. The audience gains little, 3+ errors made and distracts the audience. (1 or less pts)	/3
	Use of communication aids *(2 pts possible)*	Content is error-free and presents the main components of the project. Material is readable and the graphics highlight and support the main ideas ("tell a story"). (2 pts)	Content is error-free and presents the main components of the project. Material is mostly readable, and graphics reiterate the main ideas. (1 pts)	Content contains errors and lacks a logical progression. Major aspects of the project are absent. Graphics are absent or confuse the audience. (0 pts)	/2
	Total points awarded for project				/22

AVS 530 Rubric for Final Project (graduate students)

	Criteria	Exemplary	Competent	Developing	Total
Written (135 pts) graded by instructor	*Understanding.* (5 pts possible)	Identifies all-important breeding components, descriptions are identified and prioritized. Breeding plan includes breeding objectives and demonstrates complete development from start to finish. (5-4 pts)	All major breeding components are identified but 1-2 minor ones are missing, some descriptions are absent. Includes breeding objective but 1-2 steps in breeding plan are incomplete. (3-2 pts)	More than two major breeding components and descriptions not identified. Breeding plan does not include breeding objective and is missing more +3 more steps and is incomplete. (1 or less pts)	/5
	Strategies, Reasoning, Procedures. (7 pts possible)	Presents evidence (*supported by literature*) that is relevant, accurate and sufficient. Recognizes implications and applications of animal breeding. Calculated rate of genetic change and described in depth 2 different and practical (Can be implemented) breeding scenarios. (7-5 pts)	Presents evidence that is mostly relevant and/or mostly accurate. Recognizes some but is missing 1-2 implications and applications of animal breeding. Calculated rate of genetic change but did not describe well 2 different and breeding scenarios cannot be fully implemented. (4-3 pts)	Presents evidence that is inaccurate and/or irrelevant. Does not present enough evidence or implications and applications of animal breeding and put minimal effort into calculating rate of change and breeding scenarios. (2-1 or less pts)	/7
	Communication. (4 pts possible)	The report is organized, well written and articulated. Easy to follow and supports reader comprehension. Correct use of animal breeding terminology and notations for concepts. Tables and figures clarify presentation of ideas. Sentences are grammatical and free from spelling errors. Min of 2 pages, max 8 pages including references. (4 pts)	The report is organized and clearly written for the most part. In 2 or more areas, the logic or flow of ideas is difficult to follow. Minor exceptions in the use of correct animal breeding terminology and notations. Tables and figures are consistent with the text. Mostly grammatical free, spelling errors are present. (3-2 pts)	The report lacks organization, the reader must make significant effort to understand the logic and flow of ideas. Tables and figures are absent or inconsistent with the text. Grammatical and spelling errors make it difficult for the reader to interpret the text. (1 or less pts)	/4
Oral (55 pts) graded by instructor and students	*Presentation organization, clarity, and style* (3 pts possible)	Presentation is polished, speaker fluent in delivery, maintains an effective pace and eye contact, does not run over allotted time of 10 min. Clarifies, restates, and responds to questions. Summarizes when needed. (3 pts)	Presentation is polished, two points may be confusing. Pace is sometimes too fast or slow and the speaker slightly uneasy. Goes over allotted time (>10 min). Responsive to audience questions and needs. (2 pts)	Presentation is not polished and audience cannot follow presentation. The speaker is uneasy and can be heard only if audience is very attentive. Information is read. Responds to questions inadequately. (1 or less pts)	/3
	Content (4 pts possible)	The speaker demonstrates a robust understanding of their species, provides accurate and complete explanations of key concepts and applications. The audience gains insights. The information included in the presentation is consistently accurate. (4 pts)	The speaker demonstrates a limited understanding of their project species/industry. Most explanations of concepts are accurate and complete. Some helpful applications are included. No significant errors are made outside of nervousness or oversight. (3-2 pts)	The speaker demonstrates a casual understanding of their project species/industry. Explanations of concepts are inaccurate/incomplete. The audience gains little, 3+ errors made and distracts the audience. (1 or less pts)	/4
	Use of communication aids (2 pts possible)	Content is error-free and presents the main components of the project. Material is readable and the graphics highlight and support the main ideas ("tell a story"). (2 pts)	Content is error-free and presents the main components of the project. Material is mostly readable, and graphics reiterate the main ideas. (1 pts)	Content contains errors and lacks a logical progression. Major aspects of the project are absent. Graphics are absent or confuse the audience. (0 pts)	/2
	Total points awarded for project				/25

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 **www.umaine.edu/citl**.

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

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

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the **3rd of each month**. Please refer to the Graduate School website for the Curriculum Committee meetings schedule as well as instructions on completing this form. [**https://umaine.edu/graduate/facultystaff-resources/curriculum-committee/**]

Syllabus* ☑ Attached

REASON FOR NEW COURSE* This course will be added to the available courses for the online M.S. in Food Science & Human Nutrition and the online certificate in Human Nutrition. This course has been developed because additional courses are needed that focus on Human Nutrition to meet the needs of current and future students enrolling in these programs.

Department* School of Food and Agriculture

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

EFFECTIVE SEMESTER:

Semester* Fall **Year*** 2025

PROPOSED CATALOG DESCRIPTION:

Course Designator* FSN **Proposed Course #*** 546

Course Type: * School of Food and Agriculture

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). * Pub Hlth Nutri

Long Course Title* Public Health Nutrition

Course Description:* An introduction to Public Health Nutrition and the role of the Public Health Nutrition professional. Emphasis will be on definition, identification and prevention of nutrition related disease, as well as improving health of a population by improving nutrition.

Prerequisites: Graduate standing or permission.

Corequisites:

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

Credit Hours: * 3

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

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

Can students enroll multiple times in term? ◯ Yes ⦿ No

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

Barth, M. M., Bell, R., & Grimmer, K. (Eds.). *Public Health Nutrition: Rural, Urban and Global Community-Based Practice* (1st ed.). New York, NY: Springer Publishing; 2020.

Course Instructor*

Jade McNamara, Associate Professor in the School of Food and Agriculture

50% teaching load

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

☑ Yes
☐ No

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

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

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

There is currently no other course at the graduate level in the UMaine System that covers this material.

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 will be taught every other year and therefore will not significantly overlap with other University courses.

FSN 546, Public Health Nutrition

Course Description: An introduction to Public Health Nutrition and the role of the Public Health Nutrition professional. Emphasis will be on definition, identification and prevention of nutrition related disease, as well as improving health of a population by improving nutrition.

Class Note: Undergraduate coursework in community nutrition is suggested

Course credits: 3 cr.

Prerequisites: Graduate standing or permission.

Course Delivery Method: Online, Asynchronous

Digital Services, Hardware, Software: Brightspace, Zoom, Adobe Acrobat, Microsoft Word. Internet browsers such as Mozilla Firefox or Google Chrome. Microsoft Office is available to students as free downloads at https://umaine.edu/it/software/

Faculty Information
Jade McNamara, Ph.D., RDN (she/her)

Email: jade.mcnamara@maine.edu
Office hours: Telephone, Zoom, Facetime, or in-person meetings are possible with advance notice.

About this course

Lectures for this class have been recorded and placed on the course Brightspace homepage. Course assessments and extra readings for all students are available only through Brightspace. Please watch the introductory video first to see how the class is laid out in Brightspace. Class discussions by Zoom will be scheduled for those who are able to attend. Zoom sessions will be recorded for those who are not able to attend.

Students should have access to a computer, know how to download programs, and access the web. Please check your email frequently for class notifications. Highspeed internet access (DSL or cable) is required. A reliable wired or WIFI source is needed when taking quizzes.

Reaching the course homepage: Using an Internet browser such as Google Chrome or Mozilla Firefox, I recommend entering the course through the University of Maine Launchpad to make it easier to go back and forth with the library and other campus sites.

Your Brightspace login ID and password will be the same as your @maine.edu email address information. Please click the Login button after you type in your ID and password. Next, you will see a webpage that contains a list of Brightspace courses for which you are registered. Click on "FSN 546, Public Health Nutrition," and you will be taken to a page showing you any course news. From there, you can enter the main class web page. Please watch the class tour video before starting any other lectures.

For technical assistance with logging in or using any of the online tools for this class, please call Information Technology @ 1-800-696-4357 (HELP), or email help@maine.edu.

Importance of time management and adherence to assignment due dates
Please view lectures each week to prevent yourself from falling behind in the course. I strongly recommend reading the textbook chapters covered in each lecture before the lecture. I monitor whether students watch lectures in their entirety. If you feel that you need to drop the class, please let your academic advisor know first.

Learning Objectives

Course goals and objectives:

Using an interprofessional approach and supported with evidence-based research in public health, nutritional science, and behavioral economics, this course covers how to:

- plan health promotion programs and interventions in diverse communities;
- analyze and influence food policy, sustainability, and security initiatives;
- address cultural competency, nutritional monitoring, social determinants of health, professional development, future challenges, and many other practice-based skills in rural, urban and global settings.

Assignments and case studies will be incorporated throughout the course for demonstration and skill-building in real world application of concepts for public health nutrition professionals. The course will foster skills and build competencies related to community health needs assessment, problem-solving and critical thinking, systems thinking, evidence-based public health practice, and leadership.

Student Learning Outcomes

Outcome: Upon successful completion of the course, students will be able to:	Assessment measures
outline the history and development of nutritional science and the public health nutrition profession	Readings, Zoom discussions, quizzes, and case study.
design an evaluation to assess community health and nutrition status and identify current	Readings, quiz questions, exam question

community nutrition problems across rural, urban and global communities	
describe key public health nutrition-related challenges in working with rural, urban, global, and culturally and geographically diverse communities to improve outcomes	Readings, Zoom discussions, quizzes, and case study.
explain interprofessional and evidence-based approaches to food and water systems, food security, and food sovereignty	Readings, Zoom discussions, quizzes, and case study.
describe important trends and their application, such as telehealth, mHealth, collaborative grantsmanship, and innovative communication strategies	Readings, Zoom discussions, quizzes, and case study.

Instructional Materials and Methods

Required Textbook: Barth, M. M., Bell, R., & Grimmer, K. (Eds.). *Public Health Nutrition: Rural, Urban and Global Community-Based Practice* (1st ed.). New York, NY: Springer Publishing; 2020. **(about $60 to rent or $90 to purchase)**

A list of references and reserve materials is available on the class website in each chapter folder. Some chapters may not have additional reading.

Grading and Course Expectations

Assessments & Assignments	Points Each	Total Points
Chapter quizzes on Brightspace (13 total) • 5 questions, multiple choice	10	130
Research Article Evaluation (1) • Submit a 1-page article evaluation which includes assessing the study design, recruitment, sample, outcomes, and strengths/weaknesses	25	25
Exams (2 total) • 50 questions, multiple choice	50	100
Zoom discussions/discussion board (4 total) • 30-minute virtual meeting over zoom to discuss case study • Meetings will be recorded and posted on Brightspace as a discussion board assignment for those who cannot attend live.	15	60

Case Studies (4 total)	25	100
• Read corresponding chapter and complete case study by answering a series of questions based on a topic.		
Total Points		**415**

Discussion topics: You only need to attend one Zoom discussion on each of these weeks. Links to Zoom will be posted in Brightspace. All times in this syllabus are Eastern Time. The University follows Eastern Daylight Savings Time until November 3, when clocks will be turned back an hour. Discussion times and dates may be modified. Information on such changes will be made on the class calendar and as announcements in Brightspace.

If you cannot attend the live zoom meetings, the Zoom sessions will be recorded and posted as a discussion board topic. To receive points for this assignment you will need to watch one of the Zoom recordings and post a reflection comparing your case study response to your classmates'.

Topic	Week	Time (Eastern time zone)
1. Discussion of case study 1	September 22 September 23 September 25	Monday, 6:00 p.m. Tuesday, 11:00a.m. Thursday, 7:30 p.m.
2. Discussion of case study 2	October 15 October 16 October 17	Wednesday, 6:00 p.m. Thursday, 7:30 p.m. Friday, 11:00 a.m.
3. Discussion of case study 3	November 3 November 4 November 6	Monday, 6:00 p.m. Tuesday, 11:00a.m. Thursday, 7:30 p.m.
4. Discussion of case study 4	December 1 December 2 December 4	Monday, 6:00 p.m. Tuesday, 11:00a.m. Thursday, 7:30 p.m.

Grading

Grade	Points	Grade	Points
A	≥ 386	C+	319-331
A-	373-385	C	303-318
B+	360-372	C-	290-302
B	344-359	D	249-289
B-	332-343	F	< 249

The minimum passing grade in graduate classes is B-.
Grades will be rounded up if .5 or above.

Course Schedule:

Week	Topic	Textbook Chapters	Quiz	Due Date
1	Introduction to Public Health Nutrition	1	1	Sept 5
2	Nutrition Epidemiology Principles	2	2	Sept 12
	Research methods	3		
Research Article Evaluation				Sept 12
3	Behavioral Aspects of Public Health Nutrition	4	3	Sept 19
Case Study 1: Developing health and wellness programs for a student health organization				Sept 19
4	Public Health and Food Policy	5	4	Sept 26
5	Cultural Aspects of Public Health Nutrition	6		Oct 3
Exam 1				Oct 3
6	Promoting Nutritional Health, Healthy Food Systems and Well-Being of the Community	7	5	Oct 10
Case Study 2: Community forums and working groups: the community engagement project of McDowell County, North Carolina				Oct 10
7	Rural Health: Importance of Interprofessional Approach	8	6	Oct 17
8	Urban Health and Urbanization: Acting on Social Determinants in Urban Settings	9	7	Oct 24
9	Global Health: Importance of Interprofessional Approach	10	8	Oct 31
Case Study 3: A rural food pantry client: helping a single mother increase the nutritional quality of meals prepared at home				Oct 31
10	Community Assessments in Public Health Nutrition	11	9	Nov 7
11	Public Health Nutrition Program Planning	12	10	Nov 14
12	Public Health Nutrition Interventions and Evaluation	13	11	Nov 21
Case Study 4: A farm-to-school program in the Happy Valley school district				Nov 23
13	Current Nutrition-Related Health Issues and Challenges	14	12	Nov 30

14	Professional Development Needs and Strategies in Public Health Nutrition	15	13	Dec 5
15	Summary Statements on Sustainability and Public Health Nutrition Future Challenges, Trends and Opportunities	16 17		Dec 12
Exam 2				Dec 12

Course Policies

Artificial intelligence (AI) software policy: You may use software such as Grammarly to improve your writing, but Chat GPT, Writesonic, and similar apps may not be used to write the answers to your assignments. Please be aware that using ChatGPT to proofread your work might cause it to be flagged as plagiarized, and thus you will lose points.

All quizzes, exams, and assignments, except Zoom discussions, are due on Fridays before midnight. Work must be submitted by 11:59 p.m. If your religious beliefs prohibit you from working on a Friday night, please email me privately, and a deadline of Saturday at 11:59 p.m. can be set up. However, I do not recommend waiting until the day an assignment is due to submit it. Technical assistance may not be available if you choose to submit your work after 10 p.m. Late assignments will be accepted, but 5 points will be deducted for every day an assignment is late. If you experience a loss of Internet connection or electricity while taking a quiz, please let me know as soon as possible, and I will extend the time for that assessment. If students are unable to meet assignment deadlines or exam times (e.g., family emergency, severe illness, etc.), contact the instructor as soon as possible to make alternate arrangements. I will assign a grade of Incomplete with work to be made up at a mutually agreed upon deadline. Incomplete grades will not be given for inability to complete assessments due to time commitments or computer failure.

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.

Students Accessibility Services Statement
If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 139 Rangeley Rd, um.sas@maine.edu, 581.2319, as early as possible in the term. Students may begin the accommodation process by submitting an [accommodation request form](#) online and uploading documentation. Once students meet with SAS and eligibility has been determined, students submit an online request with SAS each semester to activate their approved accommodations. SAS creates an accessibility letter each semester which informs faculty of potential course access and approved reasonable accommodations; the letter is sent directly to the course instructor. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me 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 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 **Northern Light Primary Care, University of Maine: at 207-581-4000**. *Confidential Resource Advisor: 207-571-5372 (call or text). Or see the [Confidential Resource Advisor website](#) for a complete list of services and resources (open in a new window).*

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

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

For *support services on campus*: **Title IX Student Services: 207-581-1406**, **Office of Community Standards: 207-581-1406**, **University of Maine Police: 207-581-4040 or 911**.

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

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 Mi'kmaq — through kinship, alliances and diplomacy. The university also recognizes that the Penobscot Nation and the other Wabanaki Tribal Nations are distinct, sovereign, legal and political entities with their own powers of self-governance and self-determination.

FSN - 547 - Food and Bioprocess Technology

Graduate New Course Proposal Form - 2024/25 AY

General Catalog Information

Graduate New Course Proposal Form

Read before you begin

FILL IN all fields required marked with an *.

ATTACH supporting documentation.

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

<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 **www.umaine.edu/citl**.

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

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

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the **3rd of each month.** Please refer to the Graduate School website for the Curriculum Committee meetings schedule as well as instructions on completing this form. [**https://umaine.edu/graduate/facultystaff-resources/curriculum-committee/**]

Syllabus* ☑ Attached

REASON FOR NEW COURSE*   This new course is needed to add to our list of available electives for our highly enrolled online MS in FSN. Currently, a majority of our students are in the food science field so this course will be a much needed addition to the curriculum. This course may also appeal to graduate students in engineering or chemistry

Department*   School of Food and Agriculture

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

EFFECTIVE SEMESTER:

Semester* Fall

Year* 2025

PROPOSED CATALOG DESCRIPTION:

Course Designator* FSN

Proposed Course #* 547

Course Type: * Food Science and Nutrition

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). * Food and Bioprocess Technology

Long Course Title* Food and Bioprocess Technology

Course Description:* An exploration of the fascinating and dynamic world of food and bioprocess technologies, learning the principles, applications, and innovations that drive modern food processing and biomanufacturing. Students will gain the knowledge and skills needed to analyze and optimize processes, evaluate their sustainability and economic feasibility, and contribute to solving real-world challenges in the food and biotechnology industries.

Prerequisites: Graduate Standing or Permission

Corequisites:

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

Credit Hours: * 3

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

If YES, total number of   **If YES, total number of**

credits allowed: **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*

Food Processing Technology. P.J. Fellows. 4th Edition, 2017. Woodhead Publishing.
Bioprocess Engineering Principles. R. Carlson & K. Morrissey. 3rd Edition, 2024. Academic Press.

Course Instructor*

Qing Jin Assistant Prof. 50 %

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

☐ Yes
☑ No

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

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

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

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

FSN 547: Food and Bioprocess Technology
Fall 2025

Course Description: An exploration of the fascinating and dynamic world of food and bioprocess technologies, learning the principles, applications, and innovations that drive modern food processing and biomanufacturing. Students will gain the knowledge and skills needed to analyze and optimize processes, evaluate their sustainability and economic feasibility, and contribute to solving real-world challenges in the food and biotechnology industries.

Credit Hours:	3 credits
Modality:	This is a web-based, online, asynchronous course with no "live" lectures at specific times. All course activities and class meetings are completed asynchronously (i.e., not in real time) online, with no required online meeting times.
Prerequisites:	Graduate standing or permission
Instructor:	**Dr. Qing Jin** Assistant Professor
	Email: qing.jin@maine.edu
	Phone: 207-581-1687
	Webpage: https://umaine.edu/foodandagriculture/qing-jin/
Live Zoom session:	There will be four live Zoom sessions throughout the semester to discuss various topics (Time TBD; check Brightspace announcements for updates). Use the following Zoom link to join the sessions: Zoom Link. **Attendance is optional**. If you cannot attend, you may instead share your thoughts on the Discussion Board on Brightspace.
Office hours:	By appointment through email.

Instructional Objectives
The overall goals of this course are to:

- Understand the fundamental principles of common food processing technologies, including raw material preparation, size reduction, extraction, separation, mixing, and coating.
- Understand the engineering concepts for biological conversion of raw materials to food, biochemicals and biofuels, including bioreactor design and downstream processing.
- Understand techno-economic analysis and life cycle assessment for evaluating the economic feasibility and environmental sustainability of food and bioprocess technologies.

Student Learning Outcomes

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

- Describe the principles and applications of processes such as cleaning, grading, sorting, size reduction, mixing, forming, coating, and extraction.
- Identify and explain the functions of key food and bioprocessing equipment such as centrifuges, filters, fermenters, and chromatographic systems.
- Explain the processes involved in the production of bioprocess-based products such as food ingredients, biochemicals, and biofuels.
- Identify and explain basic techno-economic analysis and life cycle assessment for selected food and bioprocessing systems to evaluate their feasibility and sustainability.
- Solve real-world problems by proposing process modifications or enhancements to improve product quality and production efficiency.

Reaching the Course Website

This course is offered through Brightspace (accessible at https://umaine.edu/portal/, Brightspace, 'FSN 547 – Food and Bioprocess Technology (2025 Fall)'), and a high-speed internet connection is required to access course content, take quizzes, conduct discussions, and submit assignments and essay. You will need software programs that allow you to access the Internet, Brightspace, Zoom, Adobe PDF files, and Kaltura. Access to necessary software and tutorials on how to use Brightspace, Kaltura, and Zoom are available at https://umaine.edu/citl/. Since lectures will be presented as pre-recorded videos, students will need internet connections with speeds sufficient to view these videos. Additionally, students need access to a computer with a camera and microphone to record videos for assignments. For any technical assistance with this course, please contact UMaine IT at 207-581-2506 or help@maine.edu.

Course Materials

Food Processing Technology. P.J. Fellows. 4th Edition, 2017. Woodhead Publishing.
Bioprocess Engineering Principles. R. Carlson & K. Morrissey. 3rd Edition, 2024. Academic Press.
Lesson slides as .pdf will be shared through Brightspace.
Additional readings and videos other than the textbook will be posted on Brightspace.

Course Evaluation

Grading is based on the following:

Grading components	Each Points	No.	Total Points	Percentage
Video introduction	25	1	25	5.9%
Quiz	25	6	150	35.3%
Assignment	25	2	50	11.8%
Discussion forum (Zoom or Discussion board)	25	4	100	23.5%
Case study essay	100	1	100	23.5%
		Total points	425	100.0%

Grading scale: Grade fractions (ex. 92.6) will be rounded up if > 0.5.

Grade	%	Grade	%
A	>92	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	<60

Quizzes, Assignment, Essay and Other Graded Work (please refer to Brightspace for detailed instructions)

1. Video Introduction

Record a short 1-2 minute video introduction (using Kaltura or Zoom) and post it to the Discussion Forum on Brightspace. In your video, please share:

- Your name/nickname
- Your academic program (Undergraduate, traditional FSN M.S., online FSN M.S., Food Technology certificate, Human Nutrition certificate, or another degree program)
- Your academic and/or job experiences
- Your extracurricular interests

2. Quizzes

A total of six quizzes will be included, occurring every two weeks. Each quiz will cover material from the previous two weeks. Quizzes will contain multiple-choice, true or false, and written questions. The quizzes are open-book tests. Each quiz will have a time limit of 30 minutes.

3. Assignments

A total of two assignments will be included. Each assignment will cover material from the previous weeks (please read the associated sections before attempting the assignment). Assignments will be posted on the course website and should be submitted as a single PDF or Word file. Assignments will be open book, and you may work in small groups to complete them, but each student should submit their own work.

4. Discussion Forum

To create an engaging learning environment, this course will include four discussion forums where we will explore hot topics related to food and bioprocess technology. Each forum will focus on a specific topic, and students are expected to actively participate by sharing their opinions, insights, and relevant knowledge under each topic. There are two options for completing discussion forum topics: attending Zoom sessions to share your opinion or writing in the associated discussion board on Brightspace before the deadline (detailed instructions will be provided on Brightspace).

Engaging in these forums will help deepen your understanding of food and bioprocess technology and allow you to learn from your peers' perspectives.

5. <u>Case Study Essay</u>

Choose a real-world example from industries such as food ingredient production (e.g., protein isolates or emulsifiers), biofuel manufacturing, or biochemical development. Focus on a specific product or technology. Examples include: 1) The production of plant-based protein powders using liquid-solid extraction and centrifugation. 2) Fermentation processes for probiotics or bioethanol production. 3) Use of membrane filtration for whey protein concentration. Provide a step-by-step description of the process, detailing raw material preparation, core processing technologies (e.g., grinding, extraction, or fermentation), and downstream processing. Identify economic and sustainability barriers of the process, and suggest cost-saving solutions (or process optimizations) and strategies to enhance sustainability (such as waste valorization or energy efficiency improvements).

<u>Requirements:</u>
- The essay should be 4-5 pages (double spaced, not including references) in length.
- Include visual aids such as process flow diagrams, tables, or graphs where appropriate.
- Use APA formatting for citations and references.
- Include at least five peer-reviewed journal references.

Submit the essay on Brightspace by the specified deadline indicated in the Tentative Class Schedule. Evaluation criteria will be provided on Brightspace.

Late Policy
You may work at your own pace, but assessment deadlines will not be extended. The deadline for most assignments is on Sunday 11:59 pm, except for case study essay (please refer to class schedule table). All assignments, quizzes, discussions, and essay will need to be submitted on Brightspace. I generally accept assignments several days late, but will subtract 5% from the grade per day. If an emergency situation occurs causing you to miss a deadline, please let me know the situation ahead of time, so that we can arrange an alternate due date.

Academic Honesty Statement:

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

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Course Schedule Disclaimer (Disruption Clause):

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Tentative Class Schedule (subject to change at instructor's discretion)

Date	Lecture topics	Quiz, Assignment, Discussion (Deadline)	Suggested Readings
Week 1 (9/2-9/7)	Course introduction	**Video Introduction** (Due 9/7, 11:59 pm)	
Week 2 (9/8-9/14)	Raw material preparation	**Quiz 1** (Due 9/14, 11:59 pm)	Fellows Ch. 2
Week 3 (9/15-9/21)	Size reduction of solid food	**Discussion forum 1** (Due 9/21, 11:59 pm)	Fellows Ch. 4
Week 4 (9/22-9/28)	Emulsification and encapsulation	**Quiz 2** (Due 9/28, 11:59 pm)	Fellows Ch. 4
Week 5 (9/29-10/5)	Extraction of food components	**Assignment 1** (Due 10/5, 11:59 pm)	Fellows Ch. 3
Week 6 (10/6-10/12)	Separation of food components	**Quiz 3** (Due 10/12, 11:59 pm)	Fellows Ch. 3
Week 7 (10/13-10/19)	Mixing, forming and coating	**Discussion forum 2** (Due 10/19, 11:59 pm)	Fellows Ch. 5
Week 8 (10/20-10/26)	Industrial bioprocess introduction	**Quiz 4** (Due 10/26, 11:59 pm)	Carlson Ch. 2
Week 9 (10/27-11/2)	Fermenter and bioreactors	**Assignment 2** (Due 11/2, 11:59 pm)	Carlson Ch. 7
Week 10 (11/3-11/9)	Downstream processing	**Quiz 5** (Due 11/9, 11:59 pm)	Carlson Ch. 11

FSN 547 Food and Bioprocess Technology

Week 11 (11/10-11/16)	Bioprocess based products (food ingredients)	**Discussion forum 3** (Due 11/16, 11:59 pm)	Fellows Ch. 6
Week 12 (11/17-11/23)	Bioprocess based products (biochemicals and biofuels)	**Quiz 6** (Due 11/23, 11:59 pm)	Carlson Ch. 13
Week 13 (11/24-11/30)	No course (Happy thanksgiving!)		
Week 14 (12/1-12/7)	Techno-economic analysis	**Discussion forum 4** (Due 12/7, 11:59 pm)	Readings
Week 15 (12/8-12/14)	Life cycle assessment	**Case study essay** (Due 12/14, 11:59 pm)	Readings

LMS - 518 - Curriculum in Library Environments

Graduate New Course Proposal Form - 2024/25 AY

General Catalog Information

Graduate New Course Proposal Form

Read before you begin

FILL IN all fields required marked with an *.

ATTACH supporting documentation.

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

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

Syllabus* ☑ Attached

REASON FOR NEW COURSE* LMS 518 Curriculum in Library Environments was a course identified to be developed when the two LMS certificates were approved last year. Using the American Library Association Standards, last year we identified that the LMS certificates were missing a course on curriculum in library environments.

Department* Graduate - School of Learning and Teaching

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

EFFECTIVE SEMESTER:

Semester* Fall   **Year*** 2025

PROPOSED CATALOG DESCRIPTION:

Course Designator* LMS   **Proposed Course #*** 518

Course Type: * Education

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

Long Course Title* Curriculum in Library Environments

Course Description:* Librarians are positioned to provide information literacy and critical thinking instruction to all students. This course will examine how librarians can positively impact student learning through curriculum development aligned with the *AASL National School Library Standards for Learners, School Librarians, and School Libraries,* that includes engaged learning, scaffolded instruction, and collaboration with the greater learning community.

Prerequisites: Graduate standing or permission

Corequisites:

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

Credit Hours: * 3

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

If YES, total number of   **If YES, total number of**

credits allowed:

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*

American Association of School Librarians. (2017). *National School Library Standards for Learners, School Librarians, and School Libraries*. Chicago: ALA Editions.

Course Instructor*

Rebecca Bushby

University of Maine Adjunct

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

☑ Yes

☐ No

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

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

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

N/A

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

N/A

LMS 518 Curriculum in Library Environments

Fall 2025, dates TBD

Course Information

Librarians are positioned to provide information literacy and critical thinking instruction to all students. This course will examine how librarians can positively impact student learning through curriculum development aligned with the *AASL National School Library Standards for Learners, School Librarians, and School Libraries,* that includes engaged learning, scaffolded instruction, and collaboration with the greater learning community.

Number of Credits: 3
Prerequisites: none
Course frequency will vary

Course Delivery Method

Mode of Instruction

Online

Time Options

Asynchronous

Digital Services, Hardware, Software

Learning Management System (Brightspace)

Web or Video Conferencing Service (Zoom)

Video Recording/Sharing Service (Kaltura)

Collaboration and Communication Services (Google Drive and Docs)

Library and eReserve Service Required Hardware and Software (including Interlibrary Loan account)

Faculty Information

Rebecca Bushby, M.Ed., M.S.L.I.S.

rebecca.bushby@maine.edu

Hours available by appointment.

Instructional Materials and Methods

REQUIRED
Either version, 2018 or 2017, is acceptable.
American Association of School Librarians. (2017). *National School Library Standards for Learners, School Librarians, and School Libraries*. Chicago: ALA Editions.

RECOMMENDED
Wiggins, G. P., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Pearson.

Additional readings to be provided via online course management system and through library resources.

Course Goals:

Instructional Objectives:

Information literacy and critical thinking are key areas where librarians can work collaboratively to provide student instruction and professional guidance.

- Design and develop an instruction program that aligns with the AASL's National Library Standards.
- Develop instructional materials that engage and support diverse learners.
- Demonstrate knowledge of methods for locating, evaluating, and selecting relevant information; and develop strategies for promoting students' proficiency in these skills.
- Work collaboratively with others, including contributing to class discussions.

In this course students will engage in individual and online collaborative work.

Student Learning Outcomes

As a result of taking this course students will:

- engage in ongoing professional learning.
- explore how librarians engage learners in their own growth.
- develop familiarity in using the AASL Standards to guide instruction.
- create learning plans aligned with the AASL Standards to model, promote, and teach critical-thinking and the inquiry process across the curriculum.
- collaborate with members of the learning community to design instruction to address areas in which learners need to develop understanding.

Essential Questions:

- S 5.1 Why engage in ongoing professional learning?
- S 1.1 How can librarians engage learners' interests to think, create, share, and grow as they design and implement instruction that integrates the National School Library Standards?
- S 1.3 How can librarians cultivate the educational and personal development of all members of a learning community, including those with diverse intellectual abilities, learning modalities, and physical variabilities?
- S 2.1 How do librarians collaborate with members of the learning community to design developmentally and culturally responsive resource-based learning experiences that integrate inquiry, innovation, and exploration and provide equitable, efficient, and ethical information access?
- S 2.4 How can librarians use multiple methods of assessment to engage learners in their own growth?

- S 2.4 How do librarians, in collaboration with instructional partners, revise their instruction to address areas in which learners need to develop understanding?
- S 3.1 What strategies do librarians use to foster learner motivation to read for learning, personal growth, and enjoyment?
- S 3.2 Why should librarians know when and why information is needed, where to find it, and how to evaluate, use and communicate it in an ethical manner?
- S 3.2 How do librarians model, promote, and teach critical-thinking and the inquiry process by using multiple literacies?
- S 4.3 How do librarians make effective use of data and information to assess how practice and policy impact groups and individuals in their diverse learning communities?
- S 5.2 How do librarians lead and collaborate with members of the learning community to effectively design and implement solutions that positively impact learner growth and strengthen the role of the school library?
- S 5.3 How do librarians collaborate with the larger education and library community to advocate for all learners, resources, services, policies, procedures, and school libraries?
- S 5.3 How do librarians network with colleagues and the professional community to advocate for school libraries and educational improvement?

Grading and Course Expectations

Academic expectations
Students are expected to participate fully in the online learning experience and contribute to the learning environment. Regular and substantive engagement in discussion boards is expected. Assignments, including discussion posts, must be submitted on time. If there is an extenuating circumstance, please communicate with me with as much **advance notice** as possible.

All work should be **proofread** and edited. *After completing an assignment, but prior to submitting it, students may use generative AI services to check grammar, code, the clarity of their presentation, and style. No citation for this use is required.* You **must use APA style, 7th edition** for this course**.** All work **must** be submitted through Brightspace unless otherwise indicated.

Assignment	Value
Weekly Discussion Posts (15)	75

Participation in small group PLNs throughout the course (5)	25
Collaborative presentation	30
Formal lesson plan for an inquiry-based learning project	40
Collaborative unit plan	40
Scaffolded instruction map	40
Reflective journal project	40
Total	**290**

Assignment due dates and rubric Fall 2025 [INSERT LINK]

Final grade will be calculated by tallying total points and dividing by **290**

A	94 - 100	B	83 - 86	C	73 - 76
A-	90 - 93	B-	80 - 82	C-	70 - 72
B+	87 - 89	C+	77 - 79	F	< 70

Course Schedule:

Our weeks will run from Monday morning to Sunday evening.

Week	Topics	Activities and Assignments	**Possible** Readings **TBD**
	Module: Introductions		

1-2	S 5.1 Why engage in ongoing professional learning? S 4.3 How do librarians make effective use of data and information to assess how practice and policy impact groups and individuals in their diverse learning communities?	**Activities** Complete ILL registration View content Complete readings Participate in small group PLN **Assignments** Begin reflective journal project **Weekly Discussions**	Pho, A., Abumeeiz, S., Bisbee, K. V., Mody, N., Romero, R., Tranfield, W., & Worsham, D. (2022). You only get one shot: Critically exploring and reimagining the one-shot instruction model. *College & Research Libraries, 83*(5), 726–738.
	Module: Engaged learners		
3-5	S 1.1 How can librarians engage learners' interests to think, create, share, and grow as they design and implement instruction that integrates the National School Library Standards? S 1.3 How can librarians cultivate the educational and personal development of all members of a learning community, including those with diverse intellectual abilities, learning modalities, and physical variabilities? S 3.1 What strategies do librarians use to foster learner motivation to read for learning, personal growth, and enjoyment?	**Activities** View content Complete readings Participate in small group PLN Schedule consultation **Assignments** Collaborative presentation **Weekly Discussions**	Ehler-Hansen, D., & O'Meara, C. (2019). Portrait of a graduate and the National School Library Standards. *Knowledge Quest, 47*(5), 22–29. Garrison, K. L., FitzGerald, L., & Sheerman, A. (2019). "They should be called guiders": Teachers and teacher librarians developing inquiry learners. *School Libraries Worldwide, 25*(2), 34–47.
	Module: Instruction		
6-9	S 2.4 How can librarians use multiple methods of assessment to engage learners in their own growth? S 2.4 How do librarians, in collaboration with instructional partners, revise their instruction to address areas in which learners need to develop understanding? S 3.2 Why should librarians know when and why information is needed, where to find it, and how to evaluate, use and communicate it in an ethical manner? S 3.2 How do librarians model, promote, and teach critical-thinking and the inquiry process by using multiple literacies?	**Activities** View content Complete readings Participate in small group PLN Consultation **Assignments** Lesson plan Unit plan **Weekly Discussions**	Cromartie, K. (2019). It all starts with a question. *Teacher Librarian, 46*(3), 21–25. Spisak, J. R. (2020). School librarian perceptions of the importance of information literacy. *School Libraries Worldwide, 26*(1), 151–164.

	Module: Collaboration		
10-13	S 2.1 How do librarians collaborate with members of the learning community to design developmentally and culturally responsive resource-based learning experiences that integrate inquiry, innovation, and exploration and provide equitable, efficient, and ethical information access? S 5.3 How do librarians collaborate with the larger education and library community to advocate for all learners, resources, services, policies, procedures, and school libraries? S 5.3 How do librarians network with colleagues and the professional community to advocate for school libraries and educational improvement?	**Activities** View content Complete readings Participate in small group PLN **Assignments** Scaffolded instruction map **Weekly Discussions**	Kammer, J., King, M., Donahay, A., & Koeberl, H. (2021). Strategies for successful school librarian and teacher collaboration. *School Library Research, 24*, 1–24. Kyungwon Koh, Xun Ge, & Petrella, J. B. (2022). Librarian-teacher co-teaching and the role of school librarians in facilitating inquiry and maker learning. *School Library Research, 25*, 1–33.
	Module: Synthesize		
14-15	Reflect S 1.1 How can librarians engage learners' interests to think, create, share, and grow as they design and implement instruction that integrates the National School Library Standards? S 2.1 How do librarians collaborate with members of the learning community to design resource-based learning experiences that integrate inquiry, innovation, and exploration? S 3.2 How do librarians model, promote, and teach critical-thinking and the inquiry process?	**Activities** View content Complete readings Participate in small group PLN **Assignments** Reflection journal **Weekly Discussions**	Student presentations.

Course Policies

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Communication
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Email is the best way to reach me.

Our learning environment will be open and inclusive - there will be an expectation of respect, acceptance and positivity.

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/

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