



**Graduate Board**

**Thursday, May 14, 2020**

**By Zoom:** [Join Zoom Meeting](#)

ID: 98634030543, Password: Kn75uQgfQ4

**By Phone:** <tel:+13017158592>, 98634030543#

**Note change in time: 3:30 pm**

AGENDA

1. Review/approval of April 23, 2020 Graduate Board minutes
2. Review/approval of the April 28, 2020 Graduate Curriculum Committee report
3. Updates:
  - Commencement
  - *Define Tomorrow* initiative
  - Dissertation Fellowships
  - Summer programming
  - New graduate student orientation
4. Roll call of Graduate Board membership
5. Election of 2020-21 Executive Committee members
6. COVID-19 and impact on graduate applications, admissions, and enrollment
  - Planning for summer and fall terms
  - Finding additional capacity in graduate programs
7. Review of program/curricular changes:
  - Proposed MBA concentrations in Healthcare Systems (attached)
  - Proposed Graduate Certificate in Rural and Environmental Health (attached)
  - 4+1 plan for MEd in Special Education
8. DRAFT graduate program learning outcomes
9. Items arising



**Graduate Board**

**Thursday, April 23, 2020**

**By Zoom:** <https://maine.zoom.us/j/98686025672>

**By Phone:** +1 312 626 6799, Meeting ID: 986 8602 5672

**3:15 pm**

**Attending:** P. Agrawal, J. Artesani, J. Ballinger, C. Beitzl, J. Bonnet, T. Bowden, S. Butler, S. Delcourt, D. Dryer, P. Edelman, S. Ell, K. Evans, W. Gramlich, N. Hall, Z. Jin, A. Knowles, A. Karapurkar, M. LaRocque, I. Mette, E. H. Onsrud, E. Pandiscio, P. Poirier, A. Reeve, L. Rickard, D. Rooks-Ellis, O. Smith, C. Sponarski, J. Stoll, M. Tajvidi, K. Vekasi, C. Villacorta Gonzales, Y. Zhu.

**Guest** – Katie Rossignol – Graduate School Student Success Manager

Minutes

1. Review/approval of February 27, 2020 Graduate Board minutes
  - Jim Artesani motioned to approve
  - No further discussion
  - Unanimous approval
  
2. Review/approval of the March 3 and March 31 Graduate Curriculum Committee reports
  - March 3 Curriculum Committee Report –
    - i. New Courses:
      1. CHY 559 – Problem Solving in Organic Chemistry
      2. MAT 523 – Functions of a Real Variable I
      3. MAT 524 – Functions of a Real Variable II
      4. SFR 539 - Biology of Woody Plants
  
    - ii. Modifications:
      1. ENG 507 - Graduate Fiction Workshop
      2. ENG 515 - Approaches to Reports, Proposals, and Grants in Academic and Workplace Settings
      3. ENG 516 - Perspective on Technical Editing and Information Design
      4. ENG 518 -Topics in Professional and Technical Writing
      5. ENG 529 -Studies in Literature

6. ENG 536- Studies in Canadian Literature
7. ENG 541 - American Literature from Colonial through Romantic
8. ENG 542 – Studies in Multicultural American Literature
9. ENG 545 – American Realism and Naturalism
10. ENG 546 – Modern American Literature
11. ENG 549 – Studies in Gender and Literature
12. ENG 551 - Medieval English Literature
13. ENG 553 - Shakespeare and his Contemporaries
14. ENG 554 - Renaissance and 17<sup>th</sup>-Century Literature
15. ENG 555 - Literature of the Enlightenment
16. ENG 556 – English Romanticism
17. ENG 558 – Modern British Literature
18. ENG 579 – The Theory of Composition
19. ENG 596 – Graduate Internship in Professional Writing
20. ENG 649 – Seminar in Modernist and Postmodernist American Poetry
21. ENG 693 – Teaching College Composition

- March 31 Curriculum Committee Report

- i. New Courses:

1. EAD 655 – Dissertation II
2. EAD 667 – Dissertation III
3. EAD 668 – Dissertation IV
4. NUR 531- Advanced Health Appraisal and Physical Assessment (Lab)
5. NUR 532 – Advanced Health Appraisal and Physical Assessment (Clinical)
6. SIE 504 – The Beauty and Joy of Computing
7. SIE 508 - Object Oriented Programming
8. SIE 517 – Spatial Interaction Design
9. SIE 580 – Ontology Engineering Theory and Practice
10. SIE 694 – Doctoral Seminar

- ii. Modifications:

1. NUR 503 – Advanced Health Appraisal and Physical Assessment

Motion to approve Curriculum Committee Reports – Harlan Onsrud, Anne Knowles 2<sup>nd</sup>. No further discussion. 2 abstentions: Ian Mette, Dylan Dryer all others approved.

3. Check in – how are things in your program?

- The Graduate School has been trying to reach out to graduate students and have not heard a whole lot of concerns as of yet. Katie Rossignol, Student Success has been hosting a Zoom “water cooler chat for graduate

students at 3:30pm every weekday. Students seem engaged in trying to get through the semester. The office is also emailing and asking students to register for fall.

- Owen Smith – MFA Student Exhibition is the one obstacle for MFA degree recipients. Students are feeling lonely, lost, and disconnected.
- Sandy Butler – graduating students are feeling disappointed.
- Pat Poirier – students in Nursing will have to be given incompletes for clinicals – some can be substituted with virtual and others cannot. As registered nurses, they would be working
- Anne Knowles – History students are having a hard time writing as they don't have a quiet space or time to do so. Some are seriously considering postponing degree completion until August or September.
- Ian Mette – has been migrating EDL offerings onto Zoom – 70% of our courses were on Zoom. Between work expectations and graduate courses, students are forced into more Zoom meetings. Many GB members agreed that the relentless pace of multiple Zoom sessions, balanced with other work expectations and family life all occurring at home is stressful and tiring.
  - i. Ian suggested reading this article:  
<https://www.bbc.com/worklife/article/20200421-why-zoom-video-chats-are-so-exhausting>
- Mehdi Tajvidi – suggested that students are struggling with not knowing what is going to happen with field work and research, etc, but classes are going well.
- Scott and Monique are part of a planning committee that has been discussing what summer courses and other programming will look like. Students want to be back in labs and in the library. May 17 is the next date for consideration to move back to on campus work.
  - On campus classes moved to online through July
  - By May 17 – we will decide on August classes.

P. Agrawal asked what Monique has to say about the differences between online and remote learning. Online is different than converting from on campus instruction to this new method of delivery. Students are having a hard time – 1/3 of students in one of my classes have disappeared. It is not the same as an online class – this is very different.

Monique is hoping that people won't rate online courses vs this current emergency remote situation.

Dylan Dryer is hoping that opportunity costs are being considered. Students are going to the same things. Empathy is really important. Remote learning takes much longer.

Laura Rickard is struggling with balancing childcare and trying to complete all of the duties of her job.

Ian Mette is also struggling with balancing childcare and trying to complete all the duties of his job.

Owen Smith – has the same issue with grandkids!

Anne Knowles has struggled with caring for her 95 year old mother.

Scott asked if anyone had a strategy to help students from feeling isolated or a strategy to balance work and home life which now is so hard to separate.

Carly Sponarski suggested that her department has been doing a 30 min tea each day to just have casual talk. Students have said the time reserved in Zoom to do this is critical. Scott added that this is very similar to Katie's water cooler chats.

Kristin Vekasi has Zoom "happy hours" happening within her department – just a way for people to stay connected and is in the process of setting up a virtual graduation event for her department.

#### 4. Updates:

- **Commencement** – a variety of recognition events will be happening the week of May 4-9 when we would normally have had live Commencement.
- Anne Knowles has images that she can send to KH for submission in the video postcard and may send ideas for virtual recognition.
- The University is also trying to plan a live event – Sept, Oct, Nov, or Dec – or the option to march in May.
- Commemorative piece that will be something special – is there something that has resonance to it. Something special that is thoughtful and intentional.
- President is doing a notecard to include in the gift to graduating students.
- Pank suggested a special pin for the students – COVID / Commencement recognition. Maybe with a face mask!
- Please send thoughts to Scott and Kathleen for inclusion in the Commencement Committee planning.

36 Doctoral students – and 376 for total graduate degree recipients.

- **Define Tomorrow** initiative – Scott provided some background - UMaine had a FY21 budget gap to close of about \$6 million before COVID. Added to this is the FY20 budget shortfall from sending students home and the probability of some students not returning, and the FY21 budget shortfall could be up to \$10-\$12 million, or higher.

A memo from Provost Gilbert and Vice President Varahramyan was sent to Deans, Directors and Chairs looking for ideas to help – “Define Tomorrow” in the new pandemic reality.

Looking for ideas from the University community for cost-saving efficiencies and structural reorganization, as well as ideas for new academic programs, including interdisciplinary programs. OIRA is looking at undergraduate and graduate class sizes and enrollment to work with chairs and directors to look for realignment possibilities. Stronger potential to attract students in some programs if reorganized or realigned, etc...

Proposals are all going to the following web site: “Define tomorrow – setting our course” with a May 15 deadline for phase 1.

<https://umaine.edu/defineourcourse/>

Some will be program proposals and others will be costs savings ideas. Interdisciplinary opportunities.

Ian Mette is looking to submit an idea – and would like a focus for ideas. Scott replied that ideas should be brief (1-2 pages) and may only be a sentence or two. Submit ideas earlier – before May 15<sup>th</sup> – don’t wait as they are being reviewed regularly as they are received. The review and planning committee may take initial ideas and combine with others in more detailed proposals.

The President has also expressed a need for the University to develop high quality online programs to expand student accessibility in graduate programs and give students a positive experience.

The Graduate School is focusing its late spring and summer recruitment efforts on displaced workers and graduating seniors – graduate applications typically go up in declining economy. Also looking at other Maine constituencies –K12 school systems and Maine Chamber members.

Owen Smith – willing to take on a challenge – but, beginning to feel that the University is not a system that is able to respond nimbly or creatively – has been involved in a number of calls for re-thinking and reengaging. Scott sees this is as a little bit of a different situation based on signals from Vice President Varahramyan, as well as the Chancellor and Vice Chancellor for Academic Affairs (UMS-wide initiatives).

Interdisciplinary program tracks – the Graduate School has been working on developing thematic options (technology, education, business) that might be launched quickly to accommodate increased demand for graduate programs

Nancy Hall – is having trouble sorting out the document that was sent out as it talked about cost savings and growth and felt it was a mixed message. Scott Delcourt stated that enrollment would help define what this fall and beyond would look like. Retention is a big part of this. If we can be successful at growing grad enrollment it may help offset the loss.

Scott predicts a second wave of applications for graduate programs based on current economic conditions. IPHD recently have been as many as 25 new inquiries. Students are focusing on graduate programs that are still accepting students and that attract students from many undergraduate areas. (MBA is seeing a spike for this reason.)

#### 5. COVID-19 and impact on graduate applications, admissions, and enrollment

Scott Delcourt mentioned that graduate students typically register late to avoid an early tuition bill. Graduate School has been working with the University Bursar, Bill Elsemore to see if we can register students earlier and delay the due date on the bill. If students register in the spring, the bills come out sometime in July – **but will not be due until mid September.** Please encourage students to register as early as possible. Waiting too long increases danger that courses will be canceled.

Students will be able to drop courses without financial penalty through the first two weeks of classes.

- Finding additional capacity in graduate programs – looking for any opportunity to admit additional students. Professionalizing masters programs may be one answer. Programs that don't have a specific deadline and are not capped in enrollment will fare quite well in this environment. Hybrid/online programs will do very well.
- Programs that rely on international students as TA's. Scott is trying to get clarity on these situations. The University cannot pay new international graduate assistants who have not cleared immigration. If courses are offered in the fall remotely, we may need to defer some of these students who are relying on funding. **All grad programs should each out to their international accepts to see who might be experiencing problems in getting visas.** A waiting list for newly admitted students looking for TA's might be a good idea in case some international students cannot travel to the U.S. This may mean admitting additional graduate students to have a contingency plan.
- Scott will look into whether or not international students working remotely would be able to be paid.

- Harlan Onsrud is waiting for approval on new programs brought before the Graduate Board. Data Science and Engineering program is still with the Provost (there are still some concerns about funding, administrative home, etc). All graduate certificates on today's GB agenda should be approved more quickly.

6. Review of program/curricular changes:

- Proposed MBA concentrations in Food Technology Industry Management and in Human Nutrition Industry Management (attached)  
 Jamie Ballinger presented - these concentrations use of courses from the UMaineGOLD graduate certificates offered through the program in food science and human nutrition.  
 Sandy Butler – motioned to approve – Owen 2<sup>nd</sup> – No one opposed. Approved unanimously to go to Provost for approval.
- Proposed Graduate Certificate in Try on Leadership (attached)  
 Ian Mette presented – MEd cohort in Ed Leadrship is admitted in odd years – this certificate would allow them to begin while waiting to get into the next cohort. Individuals could take 4 courses in the certificate and transfer them to the MEd program. They receive a certificate from UMaine – and one from the DOE. We would be doing this with one less course than USM's similar certificate program.  
 Ian Mette and Anne Knowles abstained from vote – otherwise unanimous approval.
- Substantive change proposal for Master of Music in Music Education (attached). This is a proposal to convert the traditional music education graduate program to an online program. Philip Edelman who presented the proposal abstained from vote – otherwise unanimous approval.
- Proposed Graduate Certificate in Computing for Educators (attached)  
 Harlan Onsrud presented - this a 15 credit certificate. Jim Artesani expressed concerned about the name of the certificate and potential confusion with a similar certificate program in the College of Education and Human Development, but agreed to work matters out in the interest of getting the certificate approved. Scott asked why the term “computer science” was not used in the program name. Harlan suggested that it was an issue with computer science faculty. DLL has approved this certificate as an online offering. Unanimous approval.

Meeting Adjourned 5:15PM



## CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on April 28th and recommends the following courses to the Graduate Board for approval at its May 14th meeting:

*New Courses:*

**BIO 515** Thermal Ecology - Animals and Climate Change

**EES 595** Professional Experience in Ecology & Environmental Science

**SWK 586** Advanced Clinical Social Work Practice in Integrated Healthcare

*Modifications:*

**HTY 502** America Intellectual History

**HTY 507** American History to the Civil War

The following course proposal was submitted after the April 28th Curriculum Committee meeting, however, requires attention for consideration for Fall 2020.

*New Courses:*

**SVT 542** Applied Hydrographic Surveying

The following course proposals were reviewed and approved at a Graduate Curriculum Committee meeting earlier in the year.

*New Courses:*

**SED 546** Intervention for Writing Difficulties

**SED 587** Collaborations and Transitions for Special Educators

*Modifications*

**SED 605** Seminar in Special Education

**SED 620** Critical and Creative Thinking and Panel Review



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES**

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

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

GRADUATE PROGRAM/UNIT School of Biology and Ecology

COURSE DESIGNATOR BIO COURSE NUMBER 515 EFFECTIVE SEMESTER Fall 2020

COURSE TITLE Thermal Ecology- Animals and Climate Change

**REQUESTED ACTION**

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

- New Course
- New Course with Electronic Learning
- Experimental

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

- Designator Change
- Description Change
- Cross Listing (must be at least 400-level)<sup>1</sup>
- Number Change
- Prerequisite Change
- Other (specify) \_\_\_\_\_
- Title Change
- Credit Change

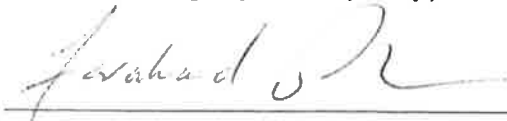
**ELIMINATION:**

- Course Elimination

**ENDORSEMENTS**

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

**Leader, Initiating Department/Unit(s)**

 3/25/2020  
Farahad Dastoor

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

 31 Mar 2020  
**College Dean(s)**

**Graduate School [sign and date]**

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

**SECTION 1 (FOR NEW COURSE PROPOSALS)**

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

**BIO 515** This seminar will focus on providing an understanding of the thermal physiology and energetics of animals. Students will become familiar with animal physiology, and the relationships between environmental temperatures, performance, and fitness. The course will include a tutorial on compiling and interpreting long-term temperature datasets including use of UMaine's Climate Reanalyzer. By the end of the course, students will be familiar with the literature and techniques used for predicting the vulnerability of vertebrates to global change using mechanistic physiological models.

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

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

Text(s) planned for use:

none, readings will be assigned from the latest primary literature

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

**Danielle Levesque, Assistant Professor, 50% teaching appointment in the School of Biology & Ecology**

Reason for new course:

This course has been offered twice before (with enrollments of 3 and 4) as BIO597 Special Topics. It is gaining popularity in students interested in climate change including those across a variety of programs in NSFA and CLAS (e.g. EES, SBE, SFR, SMS, SoE and WFCB) as well as the new One Health NRT.

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

- No. The department will not request additional resources for this course.  
 Yes. Please list additional resources required and note how they will be funded or supported.

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

There are no other graduate animal physiology courses offered on campus.

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

The course will be offered every other year (alternating with the undergraduate level animal physiology class- BIO311) and will result in no overload payments.

Last updated 31Mar2019

## **BIO515 Thermal Ecology- Animals and Climate Change** **BIO597, Fall 2020**

Lectures TBD (designed for a T-Th or MW class, 3 credit)

### **Course Description**

The seminar will focus on providing an understanding of the thermal physiology and energetics of animals. Students will become familiar with animal physiology, and the relationships between environmental temperatures, performance, and fitness. The course will include a tutorial on compiling and interpreting long-term temperature datasets including use of UMaine's Climate Reanalyzer. By the end of the course, students will be familiar with the literature and techniques used for predicting the vulnerability of animals to global change using mechanistic physiological models.

### **Instructor Information**

Dr Danielle Levesque

Contact: 321A Murray, P: 581-2511, [danielle.l.levesque@maine.edu](mailto:danielle.l.levesque@maine.edu)

Office Hours: Thurs 8:30-10:30am or by appointment

### **Instructional Materials and Methods:**

There is no assigned textbook for this course. You will be assigned readings each week that will be discussed in class. You will also be responsible for finding 2-3 papers relevant to the topic of the week to be discussed in class. These discussions will count towards your class participation mark and an understanding of the selected readings is essential.

The following books contain useful overviews of the field and may prove useful. They are available online through the library.

Angilletta, M.J. 2009. Thermal Adaptation: A Theoretical and Empirical Synthesis. Oxford University Press.

Clarke, A. 2017. Principles of Thermal Ecology: Temperature, Energy and Life. Oxford University Press.

Denny, M. 2015. Ecological mechanics: Principles of life's physical interactions. Princeton University Press.

**Technology Information:** This course will be use Google Drive or Google Classroom to manage course content (including this syllabus, assignment information, assigned readings, etc).

### **Student Learning Outcomes**

Over the course of the semester we will explore aspects of animal physiological ecology including energetics, heat and water balance, physiological responses to extreme environments, and the techniques used in the construction of mechanistic physiological models used to predict animal responses to climate change.

By the end of this course you will be able to:

Last updated 31Mar2019

1. Interpret species distribution models and distinguish between those based on climate envelope models compared to those based on physiological mechanisms.
2. Explain the unique threats faced by ectothermic and endothermic animals.
3. Interpret the effects of environmental stresses on animals and gain familiarity in the tools and techniques used to predict potential responses to changing climates.
4. Identify and interpret the relevant literature and communicate findings in both through concise writing (Outside JEB exercise) and oral presentations.

## Grading

**Lecture Participation (30%)** A full grade for participation can be expected if you have good attendance, have clearly come to class having done the reading with prepared questions, and you engage in the discussions. You will also be expected to find 1-2 readings from the primary literature related to the topic each week. You will present these to the class each Thursday.

**Outside JEB articles (30%, 3 x 10% each)** For three of the lectures you will submit a 500-750 word popular (lay) summary of a current (2017 or later) journal article related to the topic of the week. The format will be based on the Journal of Experimental Biology's Outside JEB segment (see <http://jeb.biologists.org/content/archive-article-type> for more information). These will be returned to you with revision comments with the initial submission worth 5% and the final submission 5%.

**Presentation (20%)** During the last two weeks of class you will present a 30 minute (20 talk, 10 questions) scientific presentation on a topic of your choice related to thermal ecology (cannot be closely related to your thesis).

**Climate Re-analyzer Activity (10%)** In class we will work through how to use the Climate Change Institute's Climate Reanalyzer (<https://climatereanalyzer.org/>). You will pick a question involving the use of past and future temperature data and write it up in 5 pages (double-spaced including figures).

Letter Grade	Percentage	Letter Grade	Percentage
A	93-100	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

## Course Schedule

### Tentative Class Schedule

Last updated 31Mar2019

<b>Date</b>	<b>Lecture Topic</b>	<b>Due Dates</b>
<b>Week 1</b>	Introduction to Thermal Ecology	
<b>Week 2</b>	Environmental and Biological Physics	
<b>Week 3</b>	Thermal Adaptation and Rates of Biological Reactions	
<b>Week 4</b>	Thermal Adaptation Continued	Outside JEB 1
<b>Week 5</b>	Aquatic Ectotherms	
<b>Week 6</b>	Terrestrial Ectotherms (Invertebrates)	Outside JEB 1 resubmission
<b>Week 7</b>	Terrestrial Ectotherms (Vertebrates)	Outside JEB 2
<b>Week 8</b>	Intro to Modeling Climate Reanalyzer	
<b>Week 9</b>	Endotherms	Outside JEB 2 resubmission
<b>Week 10</b>	Metabolic Depression and Heterothermy	Climate Reanalyzer Activity Due
<b>Week 11</b>	Measuring and Modelling Energetics, Fitness	
<b>Week 12</b>	Meta-analyses and Climate Change Predictions	Outside JEB 3
<b>Week 13</b>	Humans and Heat Stress	
<b>Week 14</b>	TBD/Student presentations	Outside JEB 3 resubmission
<b>Week 15</b>	Student presentations	

### **Accommodations**

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services (SAS), 121 East Annex, 581-2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me privately as soon as possible.

### **Academic Honesty Statement**

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

Last updated 31Mar2019

maximum possible sanction under the student conduct code is dismissal from the University.

Please click on the following links (available at <https://umaine.edu/citl/teaching-resources-2/required-syllabus-information/>) for statements on the following:

[Course Schedule Disclaimer\\*](#)

[Observance of Religious Holidays/Events\\*](#)

[Sexual Discrimination Reporting \(Long Version\)\\*](#)



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES**

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

GRADUATE PROGRAM/UNIT Ecology and Environmental Science

COURSE DESIGNATOR EES COURSE NUMBER 595 EFFECTIVE SEMESTER Summer 2020

COURSE TITLE Professional Experience in Ecology & Environmental Science

**REQUESTED ACTION**

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

- New Course
- New Course with Electronic Learning
- Experimental

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

- Designator Change
- Description Change
- Cross Listing (must be at least 400-level)<sup>1</sup>
- Number Change
- Prerequisite Change
- Other (specify) \_\_\_\_\_
- Title Change
- Credit Change

**ELIMINATION:**

- Course Elimination

**ENDORSEMENTS**

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

**Leader, Initiating Department/Unit(s)**

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

College Dean(s)

\_\_\_\_\_  
**Graduate School** [sign and date]

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



**SECTION 1 (FOR NEW COURSE PROPOSALS)**

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

EES 595 - Professional Experience in Ecology & Environmental Science - Professional experience with an individual or organization outside of the university focused on experiences directly relevant to a career path in ecology & environmental sciences. Students must submit a proposed internship plan for approval to the instructor of record and the sponsoring partner(s) prior to taking the course. Before completion of the course, each student must submit a final report to the instructor of record and fulfill any other reporting requirements of the instructor or the sponsoring partner(s) as spelled out in the internship plan.  
Permission required; Credits 1-3

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

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

Text(s) planned for use:

None

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

Reason for new course:

This course would allow students in the EES and related programs to participate in professional internships which will expand on their academic experience and help them to develop professional skills necessary for working in the ecology & environmental sciences field. Currently there is no opportunity for students to obtain formal internship experiences within the EES program. This course would, 1) allow for faculty to cultivate relationships with organizations outside of the university to develop student internships, and 2) provide guidelines for students to work with those organizations to identify and formalize proposed internship experiences. This course will be offered each semester (spring, summer,fall) to allow for flexibility in the development of internship experiences. The expected enrollment would be no more than 10 students. It will not be a required course for EES students, which would allow for flexibility in course instruction.

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

- No. The department will not request additional resources for this course.  
 Yes. Please list additional resources required and note how they will be funded or supported.

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

We do not expect that any other departments will be affected. This course will provide opportunities for students to develop professional internship experiences in ecology and environmental sciences.

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

This course will be offered each semester to allow for flexibility in development of internship experiences. The expected enrollment would be no more than 10 students. It will not be a required course for EES students, which would allow for flexibility in course instruction.

## **EES 595 - Professional Experience in Ecology & Environmental Science**

### **Course description:**

Professional experience with an individual or organization outside of the university focused on experiences directly relevant to a career path in ecology & environmental sciences. Students must submit a proposed internship plan for approval to the instructor of record and the sponsoring partner(s) prior to taking the course. Before completion of the course, each student must submit a final report to the instructor of record and fulfill any other reporting requirements of the instructor or the sponsoring partner(s) as spelled out in the internship plan.

### **Permission & Notes:**

Permission required

Credits 1-3

### **Faculty Information :**

Sabrina Morano

Conservation Science NRT Program Coordinator

Assistant Research Professor, University of Maine

Wildlife, Fisheries, and Conservation Biology

Nutting Hall 216; phone: (207) 581-2908

Office hours by appointment

### **Course Resources**

Course material can be found on **Google Drive**

### **Course Goals**

This course would allow students in the EES and related programs to participate in professional internships, which will expand on their academic experience and help them develop professional skills necessary for working in the ecology & environmental sciences field. This internship is meant to provide you with direct experience in the workings of public or non-profit organizations who focus on natural resource planning, management and policy making that would benefit from implementing solutions based on your research interests. As a result, the internship should provide you a better understanding of stakeholder needs to help you develop professional skills.

### **Student Learning Outcomes**

- Cultivate relationships with professional conservation organizations outside of the university.
- Develop professional skills necessary for working in the ecology & environmental sciences field

- Use interdisciplinary skills in research, leadership, scientific communication, to engage with natural resource management professionals
- Interact with diverse stakeholders to help develop successful natural resource management strategies or identify ways to better align research with the needs of stakeholders.

## **Grading and Course Expectations**

### **Grading: Pass/Fail**

- Internship plan - 25%
- Internship experience- 50%
- Final Report - 25%

### **Course Expectations**

1. The internship requirements are designed to accommodate many different internship models.
  - The minimum time investment for the different credit levels are: 60 hours for 1 credit, 90 hours for 2 credits, and 120 hours for 3 credits.
  - If documented, up to 20% of the hours may derive from identifying partners and exploring internship opportunities with your co-mentors.
2. Students must submit a proposed internship plan for approval to the instructor of record and the sponsoring partner(s) prior to taking the course. Your 3-page internship proposal must include the following:
  - Identify the internship partner and how this internship fits your learning objectives.
  - Clearly explain the purpose of the internship and potential outcomes.
  - Identify skills and interests you have that align with your partner's goals and/or needs.
  - Describe the relationship you have developed with your partner to date.
  - Create a list of activities you will conduct that connect with your learning objectives.
  - Provide a timeline with clear goals and milestones for deliverables, which will be co-defined with the partner.
  - Once your proposal is finalized, complete the "Internship Agreement Form," obtain appropriate signatures and submit to the course instructor.
3. Before completion of the course, each student must submit a final report to the instructor of record and fulfill any other reporting requirements of the instructor or the sponsoring partner(s) as spelled out in the internship plan. Your final report will be a scientific poster presentation as well as a 2-page reflection on your internship experience. This will be

submitted within 4 weeks of the completion of your internship. The report should include the following:

- Scientific poster detailing your specific internship experience and/or conservation management project
- Reflection on internship experience via a maximum 2-page document that should include the following:
  - i. Briefly describe your placement (e.g., name, location, principal output, partner organization etc.), your primary internship purpose and objectives, and activities performed.
  - ii. In the remaining paragraphs, consider how this experience influenced your career development and your training as a transdisciplinary scientist
  - iii. How could your internship experience have been more valuable to you and the partner?
  - iv. Finally, share any final thoughts or recommendations.

## **Course Policies**

Since you will be representing the University of Maine and your academic program we expect that students will conduct themselves with professionalism.

### **Your general responsibilities (intern)**

- You are expected to meet the performance standards and learning objectives set by the instructor, your faculty advisor, and your partner and to conduct yourself in a professional manner.
- You must report any employment difficulties or misunderstandings immediately to the instructor and your faculty advisor. They will work through these concerns with you and your partner.
- You shall not resign from the internship without prior consultation with the instructor and your faculty advisor. The course instructor or faculty advisor will negotiate any needed arrangements with the partner.
- Any requests for time off during the scheduled internship date/time must be approved by the partner.
- Prolonged absence from the internship should be reported to the faculty advisor and course instructor.
- Interns who are involuntarily terminated from their internship need to notify their faculty advisors and instructor immediately.
- You must comply with all federal, state, and local regulations when applicable, in addition to partner organization policies and codes of conduct.

## **Campus Policies**

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

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

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

**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**

4/16/2020

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



## NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

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

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

GRADUATE PROGRAM/UNIT Social Work  
COURSE DESIGNATOR SWK COURSE NUMBER 586 EFFECTIVE SEMESTER Spring 2021  
COURSE TITLE Advanced Clinical Social Work Practice in Integrated Healthcare

### REQUESTED ACTION

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

- New Course  
 New Course with Electronic Learning  
 Experimental

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

- Designator Change       Description Change       Cross Listing (must be at least 400-level)<sup>1</sup>  
 Number Change       Prerequisite Change       Other (specify) \_\_\_\_\_  
 Title Change       Credit Change

**ELIMINATION:**

- Course Elimination

### ENDORSEMENTS

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

**Leader, Initiating Department/Unit(s)**

Sandra Butler

Digitally signed by Sandra Butler  
Date: 2019.08.29 14:03:51 -04'00'

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

College Dean(s)

Christopher Gerbi

Digitally signed by Christopher Gerbi  
Date: 2020.04.18 06:26:45 -04'00'

Graduate School [sign and date]

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

**SECTION 1 (FOR NEW COURSE PROPOSALS)**

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

SWK 586 Advanced Clinical Social Work Practice in Integrated Healthcare  
Prerequisite: MSW Student or permission from instructor Credits: 3

The objective of the course is to introduce social work students to the direct practice of integrated behavioral health in primary care. Students will become knowledgeable of the roles of behavioral health providers working in primary care settings, theories and models of care, and cross-cultural issues. They will develop skills in engagement, assessment, intervention planning and implementation, and practice evaluation. Because the population served in primary care settings span the spectrum of severity in both the physical and behavioral health dimensions, students will develop competencies in engaging and supporting patients across a range of health conditions.

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

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

Text(s) planned for use:

Curtis, R. & Christian, E. (Eds.). (2012). *Integrated Care: Applying Theory to Practice*. New York: Routledge. (optional)

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

Jaime Rogers, MSW

Reason for new course:

This course has been taught as a Special Topics (SWK 597) for a number of years. We plan to continue to offer it as a graduate elective each year, so we would like to give it a permanent number.

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

- No. The department will not request additional resources for this course.  
 Yes. Please list additional resources required and note how they will be funded or supported.

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

This is a social work specific course and is not taught by any other department.

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

This course will be offered in the spring and is currently taught by a part-time adjunct instructor. She has taken this course over from Dr. Gail Werrbach who retired in summer 2019.



## SWK 586: Advanced Clinical Social Work Practice in Integrated Healthcare

### Syllabus

Instructor: Jaime Boyington Rogers, LCSW, MBA

Phone: 207 290 1338

Email: [jaime.boyington@maine.edu](mailto:jaime.boyington@maine.edu)

Office Hours: by appointment

Room: Web Online

Time: Asynchronous

### COURSE DESCRIPTION

The objective of the course is to introduce social work students to the direct practice of integrated behavioral health in primary care. Students will become knowledgeable of the roles of behavioral health providers working in primary care settings, theories and models of care, and cross-cultural issues. They will develop skills in engagement, assessment, intervention planning and implementation, and practice evaluation. Because the population served in primary care settings span the spectrum of severity in both the physical and behavioral health dimensions, students will develop competencies in engaging and supporting patients across a range of health conditions.

### COURSE CONTENT

The course will introduce students to the essential practice skills needed to effectively address the challenges of integrating services, care, and support for persons with health, mental health, and substance use problems. Students will also explore the social work skills and knowledge that are necessary to provide social work services in a host setting (i.e. primary care). Students will become fluent in the language and culture of health and will develop a working knowledge of a wide variety of chronic health conditions. Students will examine the challenges of multidisciplinary team practice and current best practices for effective interventions. Students will critique behavior change theories, practice models, and evidence-based interventions for their utility in an integrated healthcare system. Building on the students' foundational knowledge of general practice skills (engagement, screening, comprehensive assessment, treatment planning, documentation, and evaluation) this course will emphasize practice skills and implementation of approaches designed to enhance effective communication, consumer engagement, motivation, and empowerment with clients and as a member of a collaborative health care team. Finally, students will increase their knowledge of complementary and alternative therapies and the importance of self-care as healthcare professionals.

Credits: 3; Prerequisites: in MSW program or permission of instructor

### OPTIONAL TEXT

Curtis, R. & Christian, E. (Eds.). (2012). *Integrated Care: Applying Theory to Practice*. New York: Routledge. **NOTE:** The textbook authors created a DVD that highlights *Integrated Behavioral*

*Healthcare skills and knowledge. There are 10 of these short video “chapters” assigned throughout the course and uploaded for viewing on course Blackboard site.*

### COURSE OUTLINE

<b>Week/Module</b>	<b>Discussion Due Date</b>	<b>Assignment Due Date</b>
Module 1	Introductions	Introduce Yourself
Module 2	Social Work in Host Settings	None
Module 3	Why Integrated Care?	Leadership & Advocacy
Module 4	Engagement, Relationship Building & Beginning Comprehensive Assessment	The Warm Hand-off
Module 5	Comprehensive Assessment in Integrated Healthcare	Bio-psycho-social-spiritual Assessment Paper
Module 6	Structured & Evidence Based Assessments & Screenings	Mental Status Exam
Module 7	Common Health Conditions in Primary Care	Health Conditions
Module 8	Culturally Competent Healthcare	Cultural Competence
No assignments or discussions during Spring Break		
Module 9	What is it like to take medication?	Medication Scenario
Module 10	Person-centered Care	Care Planning
Module 11	Solution-focused therapy with children	Solution-Focused Intervention
Module 12	What works well in Motivational Interviewing?	Intervention Scenario
Module 13	What works well in Motivational Interviewing Pt 2	Addressing Fear & Shame and Advancing Stage of Change

Module 14	Putting It All Together: Your Practice in Primary Care	Your Personal Growth and Future
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### GRADING:

Weekly discussion postings (14 reflections) 2 points per discussion	28 points
Nine Assignments - 6 points per assignments	54 points
Three Assignments - 10 points per assignments	30 points
<b>Total points</b>	<b>112 points</b>

#### Grading:

107 to 112 points = A

101 to 106 points = A-

95 to 100 points = B+

89 to 94 points = B

83 to 88 points = B-

77 to 82 points = C+

71 to 76 points = C

65 to 70 points = C-

59 to 64 points = D+

53 to 58 points = D

47 to 52 points = D-

Below 47 = F

For graduate courses, anything below B- is considered failing

### Course Readings and Videos

#### Module 1: Introduction to Integrated Healthcare and the Culture of Health

##### *Required Videos:*

*Instructor Video: Introduction to Integrated Behavioral Healthcare part 1 & 2*

*Integrated Care Part 1 - An Introduction*

*What is Integrated Care?* <https://www.youtube.com/watch?v=S-029Yf7AYM>

*Empathy: The Human Connection to Patient Care*

[https://www.youtube.com/watch?v=cDDWvj\\_q-o8](https://www.youtube.com/watch?v=cDDWvj_q-o8)

##### *Required Reading:*

Curtis, R. & Christian, R. (2012). *Integrated care: Applying theory to practice*. New York: Routledge (Ch. 1: Introduction to Integrated Care, pp. 3-19)

Dall, A. (2011). *Integrated Primary Care and Behavioral Health Services: Can the Model Succeed? A literature review on models, evidence-based practices and lessons learned for community clinics and health centers, and county specialty mental health programs*. Retrieved

July 30, 2012 from

<http://www.ibhp.org/uploads/file/lit%20review%20integrated%20care%20final.pdf>

### **Module 2: Social Work in Host Settings**

*Required Video:*

Instructor Video: The Fun & The Ugly of Providing Social Work in Host Settings

*Required Reading:*

Ashcroft, R., McMillan, C., Ambrose-Miller, W., McKee, R., & Brown, J. B. (2018). The Emerging Role of Social Work in Primary Health Care: A Survey of Social Workers in Ontario Family Health Teams. *Health & Social Work, 43*(2), 109–117. Retrieved January 8, 2020, from <https://doi-org.prxy4.ursus.maine.edu/10.1093/hsw/hly003>

Dane, B., & Simon, B. (1991). Resident Guests: Social Workers in Host Settings. *Social Work, 36*(3), 208-213. Retrieved January 8, 2020, from [www.jstor.org/stable/23716008](http://www.jstor.org/stable/23716008)

### **Module 3: The Role of Social Work in Integrated Healthcare**

*Required Video:*

Instructor Video: Leadership in Integrated Behavioral Healthcare

*Required Reading:*

Curtis, R. & Christian, R. (2012). *Integrated care: Applying theory to practice*. New York: Routledge (Ch. 15: Leadership in integrated care, pp. 269-280)

Jansson, B. (2011). *Improving healthcare through advocacy*. Wiley: NY

Ch. 3: Advocacy practice framework

Ch. 4: Case advocacy Skills

*Supplemental Reading:*

Jansson, B. (2011). *Improving healthcare through advocacy*. Wiley: NY

Ch. 12: A framework for policy advocacy by healthcare professionals

### **Module 4: Engagement, Relationship Building, and Beginning Comprehensive Assessment**

*Required Videos:*

Instructor Video: What Enhances Engagement – part 1

Beginning the Engagement

What Enhances Engagement – part 2

Asking the powerful questions

What Enhances Engagement – part 3

Integrated Care Part 1 - The Warm Hand-off

Cleveland Clinic's Empathy Series - Patients: Afraid and Vulnerable:

<https://www.youtube.com/watch?v=1e1JxPCDme4>

*Required Reading:*

Curtis, R. & Christian, R. (2012). *Integrated care: Applying theory to practice*. New York: Routledge (Ch. 3: A Screening and assessment primer, pp. 35-57

Lee, M. Y., Ng, S. M., Leung, P., & Chan, C. (2009). *Integrative Body-Mind-Spirit Social Work: An empirically based approach to assessment and treatment*. New York: The Oxford University Press. Chapter 3: Systemic Assessment: Everything is connected, pp. 51-82

Spitzer, W.J. (Ed.). (2005). *Strengths based perspective on social work practice in health care*. Petersburg, Virginia: The Dietz Press. Chapter 1: Being well: A strength approach to health and healing, pp. 1-11

Anderson, R.M., & Funnell, M.M. (2009). Patient Empowerment: Myths and Misconceptions. *Patient Education and Counseling*, 79(3), 277-282.

Prochaska, J. O., DiClemente, C. C., & Norcross, J. C. (1992). In search of how people change: Applications to addictive behaviors. *American Psychologist*, 47, 1102-1114.

*Supplemental Readings:*

Sparks, J. A., Duncan, B. L., & Miller, S. D. (2008). Common factors in psychotherapy. In J. L. Lebow (Ed.), *Twenty-first century psychotherapies* (pp. 453-497). Hoboken, NJ: John Wiley & Sons, Inc.

**Module 5: Comprehensive Assessment in Integrated Healthcare***Required Videos:*

*Instructor video: Bio-psycho-social-spiritual Assessment -part 1 &2*

*Integrated Care Part 1 - Brief Assessment*

*Religion, Culture & Medicine: Focus on HealthTV*

*Required Reading:*

Anandarajah, G., & Hight, E. (2001). Spirituality and medical practice: Using the HOPE questions as a practical tool for spiritual assessment. *American Family Physician*, 63 (1), 81.

Bliss, D.L., & Pecukonis, E. (2009). Screening and brief intervention practice model for social workers in non-substance-abuse practice settings. *Journal of Social Work Practice in the Addictions*, 9(1), 21-40.

Goldberg, M. (1998). *The Art of the Question: A Guide to Short-Term Question-Centered Therapy*. New York: John Wiley & Sons.

Ch. 1: What makes questions important?

Ch. 2: What are the roles of questions in human functioning?

Ch. 3: What is the role of questions in therapy?

Haidet, P. & Paterniti, D. (2003). "Building" a History rather than "Taking" One A Perspective on Information Sharing During the Medical Interview. *Archives of Internal Medicine*, 163 (10), 1134-1140.

Hodge, D. R. (2001b). Spiritual genograms: A generational approach to assessing spirituality. *Families in Society*, 82 (1), 35.

Hodge, D. R. (2005b). Spiritual lifemaps: A client-centered pictorial instrument for spiritual assessment, planning, and intervention. *Social Work*, 50 (1), 77–88.

Hodge, D. R. (2005). Spiritual ecograms: A new assessment instrument for identifying clients' strengths in space and across time. *Families in Society*, 86, 287-296.

Smith, P. C., Schmidt, S. M., Allensworth-Davies, D., Saitz, R. (2010). A Single-Question Screening Test for Drug Use in Primary Care. *Arch Intern Med*, 170(13),1155-1160.

Hibbard, J. H., Mahoney, E. R., Stockard, J., & Tusler, M. (2005). Development and testing of a Short Form of the Patient Activation Measure. *Health Service Research*, 40 (6), 1918-1930.

Bright Futures. (n.d.). Pediatric Symptom Checklist (PSC/Y-PSC). Retrieved July 31, 2012 from [http://www.brightfutures.org/mentalhealth/pdf/professionals/ped\\_sympton\\_chklst.pdf](http://www.brightfutures.org/mentalhealth/pdf/professionals/ped_sympton_chklst.pdf)

*Supplemental Readings:*

Biswas-Diener, R. (2006). From the Equator to the North Pole: A Study of Character Strengths. *Journal of Happiness Studies*. Vol. 7. pp 293-310.

Cheavens, J.S., Feldman, D.B., Woodward, J.T., & Snyder, C.R. (2006). Hope in Cognitive Psychotherapies: On Working with Client Strengths. *Journal of Cognitive Psychotherapy*, 20(2), 135-145.

McQuaide, S. & Ehrenreich, J.H. (1997). Assessing client strengths. *Families in Society*, March/April, 201-212.

*Useful Websites:*

NIDA Quick Screen: Clinician's Screening Tool for Drug Use in General Medical Settings: <http://www.drugabuse.gov/nmassist/>

NIDA Research Report Series, Dec. 2008. *Comorbidity: Addiction and other mental illnesses*. <http://www.drugabuse.gov/PDF/RRComorbidty.pdf>

**Module 6: Structured Assessments and Screenings**

*Required Videos:*

*Instructor Video: Structural Assessment Mini-Lecture*

*How to do the Mental Status Exam/Merck Manual Professional Version*

*Mental Status Exam*

The Standardized mini-mental state exam SMMSE – Client with Impairment

*Required Website:*

Prins, A., Ouimette, P., Kimerling, R., et al. (2003). Primary Care PTSD Screen (PC-PTSD). Retrieved July 31, 2012 from <http://www.ptsd.va.gov/professional/pages/assessments/pc-ptsd.asp>

*Required Reading:*

Curtis, R. & Christian, R. (2012). *Integrated care: Applying theory to practice*. New York: Routledge (Ch. 9: Treating Patients with Substance Abuse) and (Ch. 11: Suicide Screening, Assessment, and Intervention with Adult Patients in Integrated Care)

Bishop, T., Bailey, B., Urbin, T., Woodsie, J., Floyd, M. & Tudiver, F. (2013). Addressing substance abuse in primary care. In *The Behavioral Health Specialist in Primary Care: Skills for Integrated Practice*, pp. 237-264).

Borg, M. & O.Valenstein, M., Adler, D. A., Berlant, J., et al (2009). Implementing standardized assessments in clinical care: Now's the time. *Psychiatric Services*, 60 (10), 1372-1375. Retrieved July 31, 2012 from <http://ourgap.org/publications/publist.aspx?Category=Articles>

K10+ Self-administered Questionnaire. Retrieved July 31, 2012 from [http://www.hcp.med.harvard.edu/ncs/k6\\_scales.php](http://www.hcp.med.harvard.edu/ncs/k6_scales.php)

Mental Status Examination (MSE). Retrieved July 31, 2012 from <http://psychclerk.bsd.uchicago.edu/mse.pdf>

Shelkey, M. & Wallace, M. (2012). Katz Index of Independence in Activities of Daily Living (ADL). Try This: Best Practices in Nursing Care to Older Adults, Issue 2. Retrieved July 31, 2012 from [http://consultgerirn.org/uploads/File/trythis/try\\_this\\_2.pdf](http://consultgerirn.org/uploads/File/trythis/try_this_2.pdf)

Standards for Bipolar Excellence Project [STABLE] (2007). STABLE resource toolkit. Retrieved July 31, 2012 from [http://www.cqaimh.org/pdf/STABLE\\_toolkit.pdf](http://www.cqaimh.org/pdf/STABLE_toolkit.pdf)  
 Depression Screening (PHQ-9), pp.6-11  
 Substance Use Screening and Assessment (CAGE-AID), pp.26-27  
 Suicide Risk Assessment (SBQ-R), pp. 28-34

Columbia Suicide Severity Rating Scale. Retrieved March 4, 2017 from: [http://www.integration.samhsa.gov/images/res/SAFE\\_T.pdf](http://www.integration.samhsa.gov/images/res/SAFE_T.pdf)

**Module 7: Common Behavioral Health Conditions in Primary Care**

*Required Videos:*

Instructor Video: Common Medical Conditions Mini-lecture  
 Struggle to Breathe: COPD  
 Patient Stories: Isabelle – heart disease  
 Are you a Non-compliant patient  
 Erika's Story – Congestive Heart Failure at 29

*Required Reading:*

Hunter, C.L., Goodie, J.L., Oordt, M.S., & Dobmeyer, A.C. (2009). *Integrated Behavioral Health in Primary Care: Step by Step Guidance for Assessment and Intervention*. Washington, DC: American Psychological Association. Pages 3-7, 65-72, 113-123. Introduction: Integrated Healthcare

- Ch. 5 Depression, anxiety and insomnia
- Ch. 6 Health behaviors: Tobacco use, overeating & Physical activity
- Ch. 7 Diabetes
- Ch. 8 Irritable Bowel Syndrome
- Ch. 9 Chronic obstructive pulmonary disease and asthmas
- Ch. 10 Cardiovascular disease

Centers for Disease Control and Prevention. (2001). *2011 National Diabetes Fact Sheet*. Atlanta, GA: Author. Retrieved July 31, 2012 from [http://www.cdc.gov/diabetes/pubs/pdf/ndfs\\_2011.pdf](http://www.cdc.gov/diabetes/pubs/pdf/ndfs_2011.pdf)

Rickert, J. Michels, V. & Herndon, C. (2013) Chronic Pain. In *The Behavioral Health Specialist in Primary Care: Skills for Integrated Practice*, pp. 113-159).

Larzelere, M. & Campbell, J. Disordered Sleep. In *The Behavioral Health Specialist in Primary Care: Skills for Integrated Practice*, pp. 161-183).

*Supplemental Readings:*

Glasgow, R.E., Funnell, M.M., Bonomi, A.E., Davis, C., Beckham, V., & Wagner, E.H. (2002). Self-management aspects of the improving chronic illness care breakthrough series: Implementation with diabetes and heart failure teams. *Annals of Behavioral Medicine*, 24, 80-87.

Goldstein, M.G., Whitlock, E.P., & DePue, J. (2004). Multiple behavioral risk factor interventions in primary care: Summary of the research evidence. *American Journal of Preventive Medicine*, 27 (Suppl. 2), 61-79.

*Supplemental Websites:*

The Agency for Healthcare Research and Quality (AHRQ) Academy for Integrating Behavioral Health and Primary Care: <http://integrationacademy.ahrq.gov/>

California Mental Health Services Authority: <http://www.ibhp.org/>



Integrated Primary Care: <http://www.integratedprimarycare.com/>

American Diabetes Association: <http://www.diabetes.org/>

World Health Organization. (2005). *Preventing Chronic Diseases - A Vital Investment*. Retrieved July 31, 2012 from [http://www.who.int/chp/chronic\\_disease\\_report/en/](http://www.who.int/chp/chronic_disease_report/en/)

### **Module 8: Cross-cultural Issues in Integrated Healthcare**

#### *Required Videos:*

*Instructor video: Cultural competence in Healthcare*

*What is culturally competent Healthcare?*

*What is cultural competency in healthcare?*

#### *Required Reading:*

Curtis, R. & Christian, R. (2012). *Integrated care: Applying theory to practice*. New York: Routledge (Ch. 7, Cross-cultural issues in Integrated Care pp. 145-164)

#### *Required Website:*

NIH: Health Disparities: <https://report.nih.gov/nihfactsheets/viewfactsheet.aspx?csid=124>

#### *Supplemental Readings:*

2010 U.S. Census Briefs. Overview of Race and Hispanic Origin: 2010. U.S. Census Bureau. <http://www.census.gov/prod/cen2010/briefs/c2010br-02.pdf>

Pew Research Center. U.S. Population Projections: 2005-2050. <http://www.pewsocialtrends.org/2008/02/11/us-population-projections>

### **Module 9: Medication and Integration Healthcare**

#### *Required Videos:*

*Instructor Video: Co-Morbid Disorders Part 1 & 2*

*What people who take mental health medication want you to know*

#### *Required Reading:*

Curtis, R. & Christian, R. (2012). *Integrated care: Applying theory to practice*. New York: Routledge (Ch. 5: Pharmacologic Competency, pp. 75-123)

Award, A.G. & Voruganti, L.N. (2004) New antipsychotics, compliance, quality of life, and subjective tolerability – Are patients better off? *Canadian Journal of Psychiatry*, 49(5) 297-302.

Llorente, M.D. & Urrula, V. (2006). Diabetes, Psychiatric Disorders, and the Metabolic Effects of Antipsychotic Medications. *Clinical Diabetes*, 24 (1) 68-74.

*Supplemental Reading:*

Center for Substance Abuse Treatment (2005). Substance abuse treatment for persons with co-occurring disorders (Treatment Improvement Protocol (TIP) Series 42 DHHS Publication No SMA 05-3992) Rockville, MD. Substance Abuse Mental Health Services.

**Module 10: Care Planning and Documentation***Required Videos:*

Instructor Video: Care Planning

Changing minds: An introduction to person-centered care

*Required Reading:*

Adams, N. & Grieder, D. (2005). Treatment planning for person-centered care. Amsterdam: Elsevier Academic Press.

Section 1: Planning the Trip, pp. 3-39

Section III: Chapter 6 and 7, pp. 119-155.

**Module 11: Interventions in Integrated Healthcare***Required Videos:*

*Instructor Video: Solution-focused Approach to Integrated Care*

*Integrated Care Video: Solution-Focused Brief Therapy*

Solution focus: Solutions step by step

Solution-focused couples therapy Insoo Kim Berg

Solution-focused family therapy video –Insoo Kim Berg

Solution-focused therapy: An adolescent client

*Required Reading:*

Curtis, R. & Christian, R. (2012). *Integrated care: Applying theory to practice*. New York: Routledge (Ch. 4: Brief Treatment, pp. 59-73)

Lee, M. Y., Sebold, J., Uken, A. (2003). *Solution-focused treatment with domestic violence offenders: Accountability for change*. New York: Oxford University Press.

Chapter 8: Useful assumptions and tools, pp.130-148

Madras, B. K., Compton, W. M., Avula, D. et al., (2009). Screening, brief interventions, referral to treatment (SBIRT) for illicit drug and alcohol use at multiple healthcare sites: Comparison at intake and six months later. *Drug and Alcohol Dependence*, 99, 280-295.

Goldberg, M. (1998). *The art of the question*. John Wiley & sons: pp 161-178.

Mauer, B. J. (April 2009). *Behavioral health/primary care integration and the person-centered healthcare home*. Washington, DC: National Council for Community Behavioral Healthcare. Retrieved August 1, 2012 from <http://www.thenationalcouncil.org/galleries/resources-services%20files/Integration%20and%20Healthcare%20Home.pdf>

Mauer, B. J. (Feb 2006). *Behavioral Health / Primary Care Integration: The Four Quadrant Model and Evidence-Based Practices*. Washington, DC: National Council for Community Behavioral Healthcare. Retrieved August 1, 2012 from <http://www.thenationalcouncil.org/galleries/business-practice%20files/4%20Quadrant.pdf/>

Selekman, M. (1997). *Solution-focused therapy with children*. Guildford: NY  
 Ch. 1: Expanding the possibilities  
 Ch. 2: the solution-oriented family assessment interview

Lee, M. Y. (2008). A small act of creativity: Fostering creativity in clinical social work practice. *Families in Society, 80* (1), 19-32.

Vogelaar, L, et. Al. (2011): Solution-focused therapy: A promising new tool in the management of fatigue in Crohn's disease patients Psychological interventions for the management of fatigue in Crohn's disease. *Journal of Crohn's and Colitis, 5*, 585-591.

Exception-finding questions

More Exception Questions

*Useful website*

Solution-Focused Brief Therapy Association: <http://www.sfbta.org>

## **Module 12: Motivational Interviewing Part I & Integrative Medicine**

*Required Videos:*

*Instructor Video: Motivational Interviewing Part 1a & B, Part 2*

Motivational Interviewing – OARS Skills

Advanced Motivational Interviewing: Depression

What is Integrative Medicine?

Integrative Medicine: The Osher Center Approach Video – Brigham & Women's Hospital

Practicing what matter most: Integrative He

*Required Reading:*

Department of Health and Human Services, Center for Substance Abuse Treatment. (2011). Quick guide for clinicians based on TIP 35: Enhancing motivation for change in substance abuse treatment. DHHS Publication No. (SMA) 01-3602. Retrieved July 31, 2012 from <http://store.samhsa.gov/product/Enhancing-Motivation-for-Change-in-Substance-Abuse-Treatment/SMA12-4097>

Lee, M. Y., Ng, S. M., Leung, P., & Chan, C. (2009). *Integrative Body-Mind-Spirit Social Work: An empirically based approach to assessment and treatment*. New York: The Oxford University Press.

Chapter 6: Nurturing the Body for Balance and Tranquility

Chapter 8: Spiritual Growth and Transformation: Expanding Life's Horizons

Module 14: Ethics and Integrative Body-Mind-Spirit Social Work

Loveland-Cook, C., Becvar, D. & Pontious, S. (2000). Complementary alternative medicine in health and mental health: Implications for social work practice. *Social work in healthcare, 3*, 39-57.

Required Web Resource: Dvoracek, C. (2007). Curriculum guide: Motivational Interviewing. Pp. 169-183. Retrieved August 1, 2012 from <http://www.americanhumane.org/assets/pdfs/children/pc-rmqic-ptp-guide.pdf>

*Required YouTube Video:* This video clip contrasts the use of a traditional interviewing style with motivational interviewing. This clip uses a nurse and patient interaction about Diabetes: <http://www.youtube.com/watch?v=KNIPGV7Xyg>

### **Module 13: Motivational Interviewing Part 2**

*Required Video:*

Instructor Video: Responding to Resistance Part 1 & 2

Advanced Motivational Interviewing: Diabetes

Advanced Motivational Interviewing: Smoking Cessation

*Required Reading:*

Rollnick, Miller & Butler (2008). *Interviewing in healthcare: Helping patients change behavior*. Guilford: NY

Ch. 2: How Motivational Interviewing Fits into Healthcare Practice.

Ch. 8: Case Examples of a Guiding Style

### **Module 14: Putting It All Together: Your Practice in Primary Care**

*Required Video:*

Instructor Video: What have we learned?

## **ASSIGNMENTS**

### **WEEKLY ONLINE DISCUSSIONS**

You will be prompted each week with questions for you to respond to regarding the content of that module. Participation is expected to be self-reflective - from both your head and your

heart. In other words, posting comments like “I agree” or “That’s great” doesn’t show depth of self-reflection.

Your first post should be one-two paragraphs (about 150 - 200 words). Each student should reply to ONE other student’s initial post. Your response may be a few sentences (or longer if you choose). Every student is expected to monitor his/her initial post. This requires that students read and respond to all replies to their initial post. Your posts should be grammatically clear enough not to present anyone with a problem in understanding your point. It’s not a formal writing forum, but it’s not Facebook/Instagram either. I will review all posts, but choose a few for each module to which I will respond/participate in the discussion. By the end of the class I will have responded directly to at least one initial post for every student.

#### **Grading:**

Online Discussions are graded as Completed (2 Points); Completed but late (1 Point) or Not Completed (0 points).

#### **PAPERS**

There are 9 reflection papers in this course. Reflection papers are short, 2-3 pages, and are meant to assist the student to shape and integrate their own thoughts, experiences, and learning, into practice. These papers ask the student to take their current knowledge, the information that is presented in the required reading, videos and in discussion boards and apply it potential practice settings. These papers do not require references and citations, but do require evidence that the student is participating in and completing the minimum reading/academic work required.

There are 3 larger/longer assignments in this course (assignments 3, 7 and 10) These assignments do require peer-reviewed citations showing support for the proposed process, work, etc. that the student chooses to utilize in these scenarios. These assignments are to give the student space to examine some of the most important clinical areas of practice in the integrated setting. They encourage the student to use material and knowledge from more than one of the course modules.

#### **Assignment #1: Reflection: Leadership and Advocacy**

Social workers must develop leadership and advocacy skills for working effectively in Interdisciplinary Healthcare Teams. Write a brief 2 page reflection on the following topics:

1. Write about the leadership qualities that you exhibit and possess. Now (or in the future) how would these qualities be helpful to being a social worker on an Interdisciplinary Healthcare Team?

2. Jansson (2011) has described that “excessive fatalism” can impede a social worker’s involvement in advocacy by “undercutting the belief that change is possible.”

*You are a newly graduated MSW and the only social worker working in a primary care setting with 3 PCPs, 2 medical residents and 3 nurses. You have considerable experience and interest in health, mental health and substance use problems. The program director intimidates you and after your first team meeting, where you did not offer any input about issues that concerned you, you decided that any of your ideas would not be valued by the group and the only way to keep your job was to be compliant with the medical staff who appear to have all of the power. While you initially believed that your social work perspective would complement the medical services offered at the agency, you do not feel that it is possible to change the agency structure or policies and therefore have become more apathetic that the system can work to benefit what you observe as client needs.*

Comment on this case based on your thoughts about the social work role in Integrated Health. What strategies recommended by Jansson could be used to combat fatalistic thinking? Given a scenario that you believe might lead you to feel powerless and hopeless, what resources, knowledge, and personal capacities do you have that could assist you? In what ways does fatalistic thinking impact providers, patients, families and agencies?

Write 2 pages. Maximum points: 6 points

### **Assignment #2: Reflection: The Warm Handoff Engagement, Relationship Building and Beginning Comprehensive Assessment**

I believe that it's important for social work students to practice and apply the knowledge and skills they are learning in class readings. Over the course of the semester I will ask to you to practice skills associated with being a clinical social worker in Integrated Behavioral healthcare. For Module 4 – the focus will be on the skills associated with engagement, relationship building, the “warm-hand off”, and beginning assessment. You will conduct a 15 minutes role-play and then write about this experience on the discussion board. You may choose a friend, neighbor, colleague, fellow student, etc. to play the “patient”. You will be the clinical social worker.

*The Scenario:* You are clinical social worker employed in a Family medical practice. There are 20 employees including physicians, nurse practitioners, physician assistants, nurses, receptionists, and clinical social workers. The physician comes to your office to ask that you meet a patient due to some concerns. The physician brings the patient to your office and you meet for 15 minutes. You may use and/or adapt the patient issues from the text examples (e.g. Javier, pg. 33), or the examples in the Systemic Assessment article, or you may choose your own specific profile/concerns for the role-play.

After completing the role-play, write a 2-3 page paper. You should include the following:

- Briefly describe your “patient” and the presenting problems.
- What was your focus for this role-play?
- What kinds of questions did you ask your patient?
- What went well with the interview? What would you change?
- How did you experience the 15-minute time limit? Relieved? Frustrated? Was this new for you to have only 15 minutes with a client?
- Thoughts and reflections about doing this work?

Maximum Points: 6 points

### Assignment #3: Bio-psycho-sociocultural-spiritual Assessment

*\*\*There are 3 larger/longer assignments in this course; this is the first. These assignments do require peer-reviewed citations showing support for the proposed process, work, etc. that the student chooses to utilize in these scenarios. These assignments are to give the student space to examine some of the most important clinical areas of practice in the integrated setting. They encourage the student to use material and knowledge from more than one of the course modules. \*\**

Peter is a 47-year-old Latino male who is married and currently living with his wife (45) and 2 children (Samuel, age 12 and Anne, age 14). He has been a computer engineer at a large company for 15 years and is a respected colleague at the company. Recently, he has suffered from frequent stomachache and headaches, which finally led him to visit his doctor. He also shared that he has not been sleeping well for the past three months. Peter has a conflicted relationship with his wife and they argue over parenting issues and priorities with their two teenage children. Recently, Peter's mother, who is 75 years old, was diagnosed with liver cancer. He has a fairly close relationship with his mother who lives two hours away from Peter. Peter does not have an active social life and he spends most of his time either at work or with his family.

If you were to conduct a bio-psycho-sociocultural-spiritual assessment with Peter, please discuss the following:

- Discuss the dimensions to be included in the assessment.
- What questions would you ask to assess the different dimensions during the assessment process?
- Describe who you would include in the assessment process and for what purposes.
- Based on your assessment, how would you and Peter define his problem in a solvable manner?
- Based on your assessment, how would you facilitate Peter in developing helpful and attainable goals?

Page length of the assignment: 5 pages, double-spaced

Maximum Points: 10 points

### Assignment #4: Structured Assessment

This is another opportunity to practice and apply the skills and knowledge that you are learning in your readings. The focus will be on the skills associated with conducting mental status exams, and utilizing structural assessment and screening tools in your work at a University Health Center. You may use and/or adapt the patient issues from the text examples, or the scenario I have given below (you can also adapt that scenario) or you may choose your own specific profile/concerns for the role-play.

*The Scenario:*

You are a clinical social worker employed at a University Health Center. The University enrolls about 20,000 students and is located in a rural area of a mid-western state. This morning, a Family Nurse Practitioner (FNP) saw Melissa, a junior civil engineering student. She called to make an appointment because:

*"I just felt that I was not going to make it. I felt so anxious and stressed at school the other day; I had to leave and did not attend my first class session. Actually, it was my first day back in school since taking a break last year. I had pushed myself too hard with work and school; I just couldn't do it anymore. My drinking was getting worse and I was yelling at my boyfriend so much I was always leaving to get away to calm down. My Dad would hit my Mother and he drank a lot. Maybe I am just too much like him."*

The FNP is worried about Melissa, her drinking, possible depression, and wonders if Melissa may be suicidal. Melissa agrees to meet with you immediately following her appointment with the FNP. If this were a real client situation you would have 60 minutes to do an initial assessment of Melissa.

For this role-play --- practice conducting a mental status exam with Melissa. The mental status exam is just one part of your initial assessment so it will not take the full 60 minutes.... Probably will not take longer than 20-30 minutes.

After completing the role-play, write a 2-3 page paper. Your paper should include the following:

- Briefly describe your "patient" and the presenting problems.
- What went well with the interview? What would you change?
- What structured and/or evidence based screening tools would you find useful in your assessment of this client? How would you incorporate these tools in your initial assessment?

In addition, include a 4-6-sentence summary of your findings and plans, which you could provide to the treating physician. Recognize that this summary hits the highlights only, as the physician will not be reading the full, lengthy assessment.

You should include thoughts and reflections about conducting the mental status exam and utilizing the screening tools.

Maximum Points: 6 points

### **Assignment #5: Common Health Conditions in Primary Care**

Write 2-3 pages to discuss the following patient situations:

The risk of developing diabetes increases with age. What might be some of the biggest challenges faced by an elderly patient who is newly diagnosed with Types II diabetes? How can you - the Behavioral Health clinical social worker - support an elderly patient in meeting those



challenges? What other types of programs or service could be helpful to patients when a primary care practice serves a population with high rates of Type II diabetes?

What are the implications for your work with the elderly patient if you determine that the patient is also experiencing untreated depression?

What are the implications for your work with the adult patient if you determine that the patient is also experiencing untreated anxiety?

Maximum Points: 6 points

#### **Assignment #6: Cultural Competency**

In your text, you read about Antonio (153). In 2-3 pages, describe the effective, culturally competent approaches and/or tools utilized by Antonio's treatment team? What are some of the mistakes that could have been made in working with Antonio?

Maximum Points: 6 points

#### **Assignment #7: Medication Scenario**

John is your client. He is a single white male 59 years old. He suffers from chronic pain and has been diagnosed with Major Depressive Disorder. The medication prescribed for John is Cymbalta, which is quite expensive. John currently is not covered by health insurance. Conduct an online search to investigate indigent medication programs available and identify one program that could be used to assist your client. Research other possible medications and/or interventions that could be helpful and/or less expensive for John.

In your paper:

Describe the various assistance programs that you explored and what you have learned from this activity

Describe the medication assistance program that best suits John's needs.

Describe the other medications and/or interventions that you investigated. Briefly, what are the pros and cons for their use/implementation for John? Do you recommend any of the medications and/or interventions that you investigated for John?

Page length of the assignment: 5 pages

Maximum Points: 10 points

#### **Assignment #8: Care Planning**

Think about one or two of your current or past clients: What are (or were) some of the goals they wished to accomplish? Based on what you learned in the readings.... what are some strategies that you wish you had used with past clients or plan to use with current clients related to describing goals, plans, and rewards?

Discuss in 2-3 pages.

Maximum Points: 6 points

### Assignment #9: Brief Solution-Focused Intervention

The focus will be on the skills associated with using the Brief Solution-focused therapy model within an integrated healthcare setting. You may use and/or adapt the patient issues from the text examples, or the scenario I have given below (you can also adapt that scenario) or you may choose your own specific profile/concerns for the role-play.

*Case Scenario:* Maria is a 32-year-old Latino female who is currently living with her husband (Jay, M/32) and her 2-year-old son, Kurt. Maria was diagnosed with breast cancer three months after she gave birth to Kurt, which took the whole family in shock. Maria went through chemo and drug treatment and now is considered recovered. However, Maria continues experiencing frequent headaches and sleepless nights, which seems to get worse recently. During the recent follow-up check up Maria shares with her doctor that she constantly feels anxious, worried, and unsettled. Maria and Jay have a supportive relationship and Jay has a stable, well-paid job as a computer engineer. Maria has a close relationship with her mother and 2 sisters although she does not have an active social life and spends most of her time at home.

In conducting this role-play focus on the solution-focused tool of “looking for exceptions”.

Use 2-3 pages to discuss the following case example:

- Describe your experience in conducting this role-play: what went well, not so well. Did anything surprise you about using the exception questions?
- If you were to continue using the solution-focused model, how would you help Maria and the family to develop a useful and attainable goal for treatment?
- If you were using the solution-focused model what would be some helpful intervention steps and procedures?

Maximum points: 6 points

### Assignment #10: Motivational Interviewing Scenario

Using the same case scenario as the Assessment module (Peter’s case or Maria’s case), please formulate an intervention plan based on your assessment. Include the following in your intervention plan:

Who would you include in the treatment process?

Please clearly describe the proposed intervention procedures. You can choose to base your intervention plan on any of the following as appropriate:

- Models of integrated health
- Appropriate evidence-supported treatments
- Describe any complementary and/or alternative medicine approaches that you would recommend
- How could Motivational Interviewing be used, and how do you think the client would respond?

Page length: 5 pages

Maximum points: 10 points

### **Assignment #11: Addressing Fear & Shame and Advancing State of Change**

The focus will be on the skills associated with using Motivational Interviewing to address fear and shame and advance stage of change within an integrated health care setting. You may use and/or adapt the patient issues from the text examples, or the scenario I have given below (you can also adapt that scenario) or you may choose your own specific profile/concerns for the role-play. I've kept the same case scenario, as it may be interesting to compare the use of the different models with a similar case.

*Case Scenario:* Maria is a 32-year-old Latino female who is currently living with her husband (Jay, M/32) and her 2-year-old son, Kurt. Maria was diagnosed with breast cancer three months after she gave birth to Kurt, which took the whole family in shock. Maria went through chemo and drug treatment and now is considered recovered. However, Maria continues experiencing frequent headaches and sleepless nights, which seems to get worse recently. During the recent follow-up check up Maria shares with her doctor that she constantly feels anxious, worried, and unsettled. Maria and Jay have a supportive relationship and Jay has a stable, well-paid job as a computer engineer. Maria has a close relationship with her mother and 2 sisters although she does not have an active social life and spends most of her time at home.

In conducting this role-play focus on using Motivational Interviewing skills

- Describe your experience in conducting this role-play: what went well, not so well. Did anything surprise you about using the Motivational Interviewing model?
- If you were to continue using the Motivational Interviewing model, how would you help Maria and the family to address fear and shame to develop a useful and attainable goal for treatment?
- If you were using the Motivational Interviewing model what would be some helpful intervention steps and procedures?
- If you were using Motivational Interviewing how would you best engage Maria and her family to engage, participate and make the changes they desire?

Use 2-3 pages to discuss the following case example:

Maximum Points: 6 points

### **Assignment #12: Your Personal Growth and Future**

This is your final opportunity in this course to address what you know and what you still need to know in order to be a practicing clinician in an integrated behavioral health setting, such as primary care.

Search local job listings, such as Indeed or an organization who provides this type of service. Find a job that you could apply for upon graduation. Review the attached job description, list of qualities, knowledge and skills. Using the information that you have been provided, coupled with this job description, assess your ability to successfully complete the required tasks.

Your assessment/response paper will address the following:

- Knowledge that you can use to "wow" an interviewer to successfully get this job
- Give an example (made up of course, but based on something we have discussed this semester) to answer the following interview question "Tell me/us about a time when you have been successful working with an interdisciplinary team to meet a patient's complicated health and behavioral health needs."
- Critically assess what gaps in skills and knowledge you currently have in this area. Pretend you are planning to work in this area, how/what can you do to fill these knowledge gaps?

Write 2-3 pages.

Maximum points: 6 points

### ***HIPPA Policy Statement***

In line with the HIPAA regulations concerning protected health information, it is important that you understand that any consumer information you present in your work must be de-identified. This means that any information that would allow someone to know who the person was needs to be changed or eliminated. This includes obvious things like names, birthdates, and other information that is so unique to the person that it may allow for identification, either alone or when used in combination with other available information.

### **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 Accessibility Services**

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should arrange to talk with me (Jaime Rogers) or meet with me via Zoom as soon as possible.

### **Course Schedule Disclaimer**

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

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

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

### **Sexual Discrimination Reporting**

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, your teacher is required to report this information to 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 OSVP website for a complete list of services at <http://www.umaine.edu/osavp/>



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES**

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

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

GRADUATE PROGRAM/UNIT History

COURSE DESIGNATOR HTY COURSE NUMBER 502 EFFECTIVE SEMESTER Fall 2020

COURSE TITLE American Intellectual History

**REQUESTED ACTION**

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

- New Course
- New Course with Electronic Learning
- Experimental

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

- Designator Change
- Description Change
- Cross Listing (must be at least 400-level)<sup>1</sup>
- Number Change
- Prerequisite Change
- Other (specify) \_\_\_\_\_
- Title Change
- Credit Change

**ELIMINATION:**

- Course Elimination

**ENDORSEMENTS**

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

Leader, Initiating Department/Unit(s)

M. Ly 1-28-2020

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

Krus 2/11/20

College Dean(s)

Tracy Kold 2/11/20

Graduate School (sign and date)

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

SECTION 2 (FOR COURSE MODIFICATIONS)

Current catalog description (include designator, number, title, prerequisites, credit hours):

HTY 502: American Intellectual History

Advanced reading seminar. Major intellectual currents in American history, e.g. Transcendentalism, Pragmatism, progress, mission. Interrelationship between ideas and their social environment. Content varies.

Prerequisites: graduate students, senior history majors and others by permission.  
Credits: 3

*Proposed* catalog description (include designator, number, title, prerequisites, credit hours):

HTY 502: Revolutionary America

Examines current and classic scholarship about the American Revolution in an intensive seminar format. As an influential field in U.S. historical scholarship, its methodological and historiographical disagreements can shed light on disciplinary practices of value to those who are not early American specialists. We will also consider pedagogical dimensions of the field. This course can be taken remotely through teleconferencing.

Prerequisites: graduate students, senior history majors and others by permission.

Credits: 3

Reason for course modification:

HTY 502 was first assigned to Professor Riordan in Fall 1998 as a graduate seminar to focus on the American Revolution, his area of expertise. It has been taught by him many times since then on that subject, and it has never been taught (to the best of the Department's knowledge) on the topic of American intellectual history, a subject for which we do not have faculty expertise. The proposed title and description change will more accurately reflect the course as offered.

SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination

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



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES**

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

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

GRADUATE PROGRAM/UNIT History

COURSE DESIGNATOR HTY COURSE NUMBER 507 EFFECTIVE SEMESTER Fall 2020

COURSE TITLE American History to the Civil War

**REQUESTED ACTION**

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

- New Course
- New Course with Electronic Learning
- Experimental

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

- Designator Change
- Description Change
- Cross Listing (must be at least 400-level)<sup>1</sup>
- Number Change
- Prerequisite Change
- Other (specify) \_\_\_\_\_
- Title Change
- Credit Change

**ELIMINATION:**

- Course Elimination

**ENDORSEMENTS**

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

Leader, Initiating Department/Unit(s)

M. Kelly 1.28.2020

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

J. Kelly 2/11/20

College Dean(s)

[Signature] 2/10/20

Graduate School [sign and date]

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



**SECTION 2 (FOR COURSE MODIFICATIONS)**

Current catalog description (include designator, number, title, prerequisites, credit hours):

HTY 507: American History to the Civil War

Exposes graduate students to the basic themes of American history and a wide range of readings. Key topics to be addressed include colonial, urban, diplomatic, labor, political, legal, business, western, New England, cultural, women's, southern and African-American history, and the history of technology.

Credits: 3

Proposed catalog description (include designator, number, title, prerequisites, credit hours):

HTY 507: American History to the Civil War

This broad overview of early America up to about 1865 considers sweeping historical change over more than two centuries. The seminar provides a general introduction to American history at the graduate level. Its chronology matches that of the traditional first half of the US history undergraduate survey, and it regularly considers pedagogical concerns. Intensive weekly readings draw especially upon political, social, and cultural history that examine diverse perspectives in the American past. **PREREQUISITES:** graduate student, senior history majors and others by permission Credits: 3 Course note: The course can be taken via synchronous **videoconferencing**.

Reason for course modification:

The proposed change to the description more accurately reflects the course as it has been taught since Fall 2009. It also clarifies course prerequisites that have not been previously stated.

**SECTION 3 FOR COURSE ELIMINATIONS**

Reason for Elimination

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



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM  
for Graduate Courses**

GRADUATE PROGRAM/UNIT Surveying Engineering Technology  
CURRENT COURSE DESIGNATOR SVT CURRENT COURSE NUMBER 542  
EFFECTIVE SEMESTER Fall 2020  
TITLE Applied Hydrographic Surveying

**REQUESTED ACTION:**

**NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component<sup>1</sup> to an existing course.**

**NEW COURSE** (check all that apply and complete Section 1):

- New Course  
 New Course with Electronic Learning<sup>1</sup>  
 Experimental

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

- Designator Change       Prerequisite Change       Other (specify) \_\_\_\_\_  
 Number Change       Credit Change  
 Title Change       Cross Listing (must be at least 400-level)<sup>2</sup>  
 Description Change       Addition of Electronic Learning Component<sup>1</sup>

**ELIMINATION:**

- Course Elimination

<b>ENDORSEMENTS (Print name)</b>	<b>Date</b>	<b>Sign Initials</b>
<b>Leader, Initiating Department/Unit(s)</b>		
<u>Scott Dunning, Sch. of Engr. Tech.</u>	_____	_____
<b>College(s) Curriculum Committee Chair(s) [if applicable]</b>		
<u>Mohamad Musavi</u>	_____	_____
<b>College Dean(s)</b>		
<u>Dana Humphrey</u>	_____	_____
<b>Dean and Associate Provost for Graduate Studies</b>		
_____	_____	_____

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.

2. Courses cross-listed below 400-level require the permission of the Dean and Associate Provost for Graduate Education.

**SECTION 1 (FOR NEW COURSE PROPOSALS):**

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

SVT 542 Applied Hydrographic Surveying

The use of applied hydrographic surveying techniques with a focus on single-beam echo sounders for underwater mapping projects. Discussions will include lectures on Parameters of Sound, Speed of Sound, Transducers, Single-Beam Echo Sounders, Planning Single-Beam Surveys, Object Detection, Multi-Beam Echo Sounders, Vessel Movement, Vessel Geometry, Other Methods of Determining Depths, and Doodson Filter. The basics of Hypack software will be taught and used during the course. Prerequisites: Permission of instructor. Course Notes:

Academic or professional experience in computer aided design, projection systems and datums, and GPS/GNSS/geodesy; 3 credits

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

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

Text(s) planned for use:

Handbook of Offshore Surveying, Volume 3: Acquisition Sensors, H-J Lekkerkerk and M.J. Theijs

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

Raymond Hintz, Professor of Surveying Engineering Technology, 5 courses/semester

Reason for new course:

The Professional Science Masters (PSM) in Engineering and Business surveying engineering option and the graduate certificate in surveying engineering should have more diverse topics for interested students. This course adds a new subject to the course offerings.

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

- No. The department will not request additional resources for this course.  
 Yes. Please list additional resources required and note how they will be funded or supported.

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

None

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

The course is offered on-line via Brightspace; lectures are captured and can be replayed. The course will be taught once a year. The college will not be responsible for overload salary payments and DLL will follow its standard protocol for this.

**COURSE SYLLABUS**  
**University of Maine**  
**SVT542- Applied Hydrographic Surveying**

**Instructor Information:**

Instructor: Raymond J. Hintz  
Phone: 207-299-5572  
Office: 316 Boardman

E-mail: ray.hintz@maine.edu  
Office Hours: 11:30-12:30 T,W,R  
(email questions at any time)

**Course Description:**

*The use of applied hydrographic surveying techniques with a focus on single-beam echo sounders for underwater mapping projects. Discussions will include lectures on Parameters of Sound, Speed of Sound, Transducers, Single-Beam Echo Sounders, Planning Single-Beam Surveys, Object Detection, Multi-Beam Echo Sounders, Vessel Movement, Vessel Geometry, Other Methods of Determining Depths, and Doodson Filter. The basics of Hypack software will be taught and used during the course. **Prerequisites:** academic or professional experience in computer aided design, projection systems and datums, and GPS/GNSS/geodesy; 3 credits*

**Objectives/Outcomes/Standards:**

*Upon completion of this class the student should be able to:*

- Identify the appropriate depth measuring technique for a specific underwater mapping project*
- Explain ray tracing and how it relates to sound velocity*
- Pair the appropriate transducer and echo sounder*
- Plan a single-beam survey*
- Collect and process basic single-beam hydrographic surveying data*

**Text(s) and Readings:**

*Handbook of Offshore Surveying, Volume 3: Acquisition Sensors, H-J Lekkerkerk and M.J. Theijs*  
*Course handouts*

**Course Requirements/Assignments:**

*This course will consist of lectures, homeworks, handouts, and a test that are available using Brightspace. Lectures are .mp4 files and can be viewed at any time.*

**Grading Standards:**

*The final grade will be composed of Homework – 50%, Exam – 25%, and a Final Project – 25%. Grading will be based on A = 100% - 90%, B = 89% - 80%, C = 79% - 70%, D = 69% - 60%, F > 59%.*

**Course Outline:**

*Topics:*

- Parameters of Sound*
- Speed of sound*
- Transducers*
- Single-beam echo sounders*
- Planning single-beam surveys*
- Object Detection*
- Multi-Beam echo sounders*
- Vessel Movement*

*Multi-Beam echo sounders*  
*Vessel Movement*  
*Vessel Geometry*  
*Other methods of determining depths*  
*Sensor networking*  
*Hypack – data collection*  
*Hypack – data processing*

## **Weekly Assignments**

*Week:*

- 1 – Watch Lecture One, Parameters of Sound and Complete Homework One*
- 2 - Watch Lecture Two, Speed of Sound and Complete Homework Two*
- 3 - Watch Lecture Three, Transducers and Complete Homework Three*
- 4 - Watch Lecture Four, Single-Beam Echo Sounders and Complete Homework Four*
- 5 - Watch Lecture Five and Five A, Planning a Single-Beam Survey and Object Detection, and Complete Homework Five*
- 6 - Watch Lecture Six, Multi-Beam Echo Sounders and Complete Homework Six*
- 7 - Watch Lecture Seven, Vessel Movement and Complete Homework Seven*
- 8 - Watch Lecture Eight, Vessel Geometry and Complete Homework Eight*
- 9 - Watch Lecture Nine, Other Methods and Complete Homework Nine*
- 10 - Read Lecture on Doodson Filter and Tides, and Complete Exercises (Homework Ten) at End*
- 11- Exam One*
- 12- Watch Lecture 10 – Hypack use part 1*
- 13 – Watch Lecture 11 – Hypack use part 2*
- 14 - End of Semester – Finish Reading All Handouts and Complete Final Project*

- **Academic Honesty Statement:** Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.
- **Students Accessibility Services Statement [This should be customized to include the instructor's name]:** If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (the instructor of the course) privately as soon as possible.
- **Course Schedule Disclaimer (Disruption Clause):** In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

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

### **Sexual Discrimination Reporting**

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

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

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

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

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

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

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

the extent possible, will share information only with those responsible for handling the institution's response

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

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

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

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

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

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



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES**

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

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

GRADUATE PROGRAM/UNIT Learning and Teaching

COURSE DESIGNATOR SED COURSE NUMBER 546 EFFECTIVE SEMESTER Summer2020

COURSE TITLE Intervention for Writing Difficulties

New Course with Electronic Learning

Experimental

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

Designator Change

Description Change

Cross Listing (must be at least 400-level)<sup>1</sup>

Number Change

Prerequisite Change

Other (specify) \_\_\_\_\_

Title Change

Credit Change

**ELIMINATION:**

Course Elimination

**ENDORSEMENTS**

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

Leader, Initiating Department/Unit(s)

Shihfen Tu

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

Sandra Caron 12/17/2019

College Dean(s)

1-21-20

Graduate School [sign and date]

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



## SECTION 1 (FOR NEW COURSE PROPOSALS)

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

Explores strategies for adapting writing expression instruction (for example, grammar, syntax, prewriting, content generation, revision) for students with written expression difficulties. Topics include theoretical explanations of writing difficulties, multi-tiered systems of support, research-based approaches to intervention, and procedures for evaluation. Addresses the needs of students with high- and low-incidence disabilities as well as other students at-risk for writing difficulties. This course requires access to a student with a disability to complete the course project. Prerequisite: Graduate standing or permission of the instructor. 3 credit hours.

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

- |  |   |  |  |                                 |
|--|---|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical                   | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research          | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory    | <input checked="" type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation                  | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

Mather, N., Wendling, B. J., & Roberts, R. (2009). Writing assessment and instruction for students with learning disabilities. San Francisco, CA: John Wiley & Sons, Inc.  
Supplemental weekly readings on Blackboard.

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

Sara Flanagan, assistant professor, 2:2 teaching load

Reason for new course:

This is a new course, required of students in the M.Ed. of Special Education High Incidence concentration and the High Leverage Practices to Promote Inclusion graduate certificate, which is a stepping stone to both the M.Ed. in special education and the M.Ed. in CA&I. The course addresses a need in the larger program, to provide a course on written expression interventions to parallel existing courses on reading and mathematics interventions. The course has been taught for two semesters and is ready to integrate fully as a required program course.

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

- No. The department will not request additional resources for this course.  
 Yes. Please list additional resources required and note how they will be funded or supported.

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

None

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

Once a year, currently the spring semester  
This course will not result in an overload and will be part of Dr. Flanagan's load.



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

## **SED 546 Intervention for Writing Difficulties Spring 2021**

Blackboard Course Website: <http://bb.courses.maine.edu/>  
UMaine Online Technology Support: <https://online.umaine.edu/tech-support/>

**Instructor:** Sara Flanagan, PhD

**Office:** 301 Shibles Hall

**Email:** [sara.flanagan@maine.edu](mailto:sara.flanagan@maine.edu)

**Phone:** 581-2459

**Administrative assistant:** Gail Agrell 581-2492

**Primary Delivery Format:** Online

**Class Location:** Online (Blackboard)

**Office hours:** By appointment, schedule via email

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### **Catalog description**

Explores strategies for adapting writing expression instruction (for example, grammar, syntax, prewriting, content generation, revision) for students with written expression difficulties. Topics include theoretical explanations of writing difficulties, multi-tiered systems of support, research-based approaches to intervention, and procedures for evaluation. Addresses the needs of students with high- and low-incidence disabilities as well as other students at-risk for writing difficulties. This course requires access to a student with a disability to complete the course project. Prerequisite: Graduate standing or permission of the instructor. 3 credit hours.

### **Course Delivery Method**

#### **Teaching Methods**

Course content will be delivered through a variety of channels including assigned readings, online course modules, videos, case studies, and group discussions, among others. Assignments will be designed to provide direct experiences with course content and to extend learning about concepts and issues addressed in this course. Students will be encouraged to reflect on the course content and to relate to their own experiences throughout.

### Mode of Instruction

This is an asynchronous online course with weekly reading, assignments, and discussions.

### Time Options

This is an asynchronous online course with potential “live” meetings via Zoom (see schedule).

### Digital Services Required

- Learning Management System: Blackboard <http://bb.courses.maine.edu/>
- Web Conferencing Service: Zoom (as needed)
- Video recording/sharing service: Kaltura (no website needed, in Blackboard)
- Library and eReserve Service: <https://library.umaine.edu/>
- Computer requirements: Access to a computer with high speed internet
- Other:
  - [Adobe Acrobat Reader](#) or compatible program, such as Preview on a Mac computer
  - [Microsoft Office for completing assignments or compatible software](#); this can be downloaded for free from the University of Maine Information Technology Software website (*Note: You must be able to export the file to a Word document or PDF, per the instructor’s directions—Pages files cannot be accessed*)
  - APA 7<sup>th</sup> edition manual
  - Access to UMaine email: <https://gmail.maine.edu>
    - Note: All communication and Blackboard announcements are sent to your maine.edu email address; if you do not plan to use your UMaine email, please have it [forwarded to a different email account](#).

### Technical Assistance

If you are unfamiliar with the Blackboard Platform, you are encouraged to take the self-guided tutorial, Blackboard Essentials for Students, available at [www.courses.maine.edu](http://www.courses.maine.edu)

If you need assistance with technology, please contact the UMaine Online Technology Support: <https://online.umaine.edu/tech-support/>

## Instructional Materials and Resources

### *Required Texts:*

Mather, N., Wendling, B. J., & Roberts, R. (2009). *Writing assessment and instruction for students with learning disabilities*. John Wiley & Sons, Inc.

### *Supplementary Resources:*

Additional required and recommended sources will be posted on Blackboard by topic.

## Course Goals and Objectives

### Course Goals

The course goal is for students to identify written expression needs in students with disabilities, possible interventions for those needs, and evaluate the effectiveness of interventions.

### **Instructional Objectives**

Following completion of this course, students will apply knowledge of written expression through a project with a K12 student with a disability.

### **Student Learning Outcomes**

- As a result of participation and successful completion of course requirements, students will:
- Identify sources of individual and group differences in writing achievement
- Identify the goals and procedures of interventions and multitiered systems of support (MTSS) in writing (also known as Response to Intervention, RtI)
- Summarize research on evidence-based practice and other research-based interventions to address difficulties in key components of the written expression process
- Select, administer, and interpret curriculum-based assessments of written expression
- Evaluate student strengths and weaknesses in written expression and relate to standards within the Maine Common Core Standards in ELA.
- Plan writing lessons that align with the Maine Common Core standards and that address individual learning needs.
- Incorporate features of explicit instruction in designing and delivering writing instruction.
- Integrate technology to enhance learning for students with writing difficulties.
- Monitor progress in response to instruction for an individual student or group of students.
- Reflect on the impact of your instruction on student learning.

### **Taskstream (TK20) and Candidate Proficiencies**

Unless otherwise announced, SED 598 does not have a required assessment (assignment) for Taskstream. You will, however, develop an online portfolio to use in this course and all subsequent courses through capstone.

This course addresses the following professional proficiencies:

- CEC 3 (Curriculum content knowledge): “Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities
- CEC 4 (Assessment): “Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.”
- CEC 5 (Instructional planning and strategies): “Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.”
- InTASC 4 (Content knowledge): “The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.” InTASC 5 (Application of Content): “The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.”
- InTASC 6 (Assessment): “The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.”

- InTASC 7 (Planning for instruction): “The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.”
- InTASC 8 (Instructional strategies instruction): “The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.”

## **Course Requirements and Procedures**

### **Expectations for Student Engagement**

This is a graduate level course that builds upon the foundation of previous knowledge and experience in special or general education, and coursework. Each student will get from the course what he or she put into the course. Attitudes distinguish and characterize each student. Individuals who approach the course with a genuine desire to learn, and a willingness to work hard to do so, will achieve that end. Each student is expected to demonstrate self-discipline as they budget and use their time effectively. They are expected to take the initiative to be aware of and prepared for upcoming events. If at anytime you feel uncomfortable during a discussion, do not hesitate to contact the instructor.

### **Attendance and Participation**

This is a fast-paced and interactive on-line class. Students “attend” class by accessing learning materials and completing activities posted on the Blackboard site, and by participating actively in the online discussion board. Participation in the discussion boards is a graded requirement of the class. Missed deadlines without prior permission or without a valid excuse will result in a reduced grade for that week’s class. Missing deadlines on more than one occasion without prior permission or a valid excuse will result in a discussion with the instructor about the student’s ability to continue with the class.

### **Blackboard Organization**

All online materials for the course will be posted on Blackboard. All materials will be organized on the Course Content folder using a Block folder with folders for each week. The weekly folder will include an overview of the weekly activities including objectives, readings, guidelines for assignments, due dates, and links to online learning activities.

### **Readings**

Readings from the required text are listed on the schedule appended to this syllabus, along with recommended chapters. Additional resources for each topic will be posted on Blackboard in the weekly folder. Some will be required and others recommended.

### **Course Assignments (Weekly Work)**

- Carefully read the description of each assignment and weekly overview to ensure each component of an assignment is addressed. Rubrics and additional information about each assignment will be posted on the Blackboard site. Make use of this information and ask questions if you need further clarification. Assignments may be submitted before the due date, but will not be graded and returned until after the due date.

- Weekly work for the course will include a variety of readings, discussions, online activities, and assignments.
- Journal entries will be used to enable regular, two-way communication about your progress, especially for the intervention project. You must submit a journal entry at least once during each week during the intervention, although you are welcome to submit entries more often if you would like more support and feedback. I also encourage you to speak with me individually in person/via Zoom, on the phone, or via email. The quickest way to reach me with questions or to schedule a meeting is by e-mail (sara.flanagan@maine.edu).
- Discussion boards will be used to create a community to discuss the topics in the course and provide feedback.
- If you are unable to complete your work on time, or you need help in understanding the content or requirements of an assignment, you should notify me by email on or before the due date. Work should be submitted electronically on Blackboard by 11:59 PM EST of the due date.
- **The work for each week will be posted on Blackboard, typically on Mondays by 9 AM EST. Assignments will usually be due on Sunday evenings by 11:59 PM EST.** I reserve the right to modify this schedule as needed, so please check due dates and information in the weekly folder on Blackboard.

#### General Assignment Guidelines:

- All assignments must be submitted on time to receive full credit. Any late work will receive a 1/5<sup>th</sup> point deduction per day late to not exceed 4 days; work submitted beyond this will result in a 0.
- Headings and page numbers should be used to organize the assignments.
- Follow all assignment-specific guidelines.
- Please include your name on all assignments.
- *All assignments are required to be submitted electronically as either a PDF or Word document. Blackboard does not accurately open .pgs or .txt files.*
- Do not submit your assignment as a comment in the assignment submission form.
- All assignments should be written professionally (e.g., edited, proper grammar, clearly communicates a message, use “students” or “children” not “kids”).
- All assignments should use person first language—always write “*student with autism*” not “autistic student;” “*student with a learning disability*” not “learning disabled student.”
- All assignments should be written in American Psychological Association (APA) style, 6<sup>th</sup> edition. This includes the format of the assignments and references. You do not need a title page or abstract on weekly assignments, unless otherwise noted.
- Assignments should be your original work and not plagiarized. You may not work with another classmate on an assignment unless specifically told to do so.
- Retain a personal copy of assignments.

#### Course Assignments:

- *Weekly Work:* Each week, you will complete a variety of activities that are designed to develop knowledge, understanding and application of written expression concepts, terms, and procedures related to written expression. These activities will include reading, viewing

(PowerPoint, videos), participation in online discussions, and written responses, although not all activities may be required every week.

- *Intervention project:* You will demonstrate your skill in applying what you are learning to your work with one or more students with writing difficulties. You will to (a) collect information about the strengths and weaknesses of a target student or small group of students, (b) design, implement, and evaluate a brief intervention (2-3 lessons or intervention sessions) for an individual or small group of students, and (c) reflect on student learning in response to the intervention. The project will be completed incrementally, with detailed instructions for each step posted as we progress through course topics. Please note that you will need to gather background information about your student(s). This information can come from interviews with teachers and/or observations. You will also need to administer informal writing assessments that will be provided. These assessments resemble routine classroom tasks and are not formal, norm-referenced assessments. If needed, you should obtain whatever permission your school requires before proceeding. You may select any student with a disability that is experiencing writing difficulty.

### Evaluation

Each of the aforementioned components will be weighted as follows to determine the final grade in the course.

Assignment	Weight
Weekly Assignments	65%
Intervention project	35%

Work that is not on time or that is incomplete will not be credited unless you receive an extension before the due date. You must contact me within 4 hours of the due date to request an extension; a request of an extension does not guarantee that one will be given. Work that is complete and on time, but that does not demonstrate satisfactory and accurate knowledge, understanding, reflection or application may be awarded partial credit.

Grading Scale:

A = 95 – 100%	B+ = 86 – 89%	C+ = 76 – 79%	D+ = 66 – 69%	F = Below 59%
A- = 90 – 92%	B = 83 – 85%	C = 73 – 75%	D = 63 – 65%	
	B- = 80 – 82%	C- = 70 – 72%	D- = 60 – 62%	

## Course Policies

### Special Education Policy on Incompletes in Graduate Classes

*I, for "Incomplete:"* This grade means that, in consultation with the student, the instructor has postponed the assignment of a final grade to allow the student to complete specific work not turned in before the end of the semester. Instructors assign the "I" grade only when they are persuaded that events beyond the student's control prevented the completion of assigned work on time and when the student has successfully participated in more than 50% of the class, with a grade of B or above. A contingency contract will be created by the instructor outlining the work to be completed and the due dates. The student, advisor and/or program coordinator, and instructor will sign this contract. If the incomplete work is not submitted within the time allotted by the faculty member, the incomplete work will earn a grade of "0" and the overall grade for the course will be recorded as the final grade. A student may not carry a combination of more than three "I" or "L" grades in all enrolled degree programs without the permission of the graduate program coordinator and the Graduate School.

### Taskstream Online Data Management System

Unless otherwise announced, you do not have a Taskstream assessment for this course.

### Conceptual Framework for College of Education and Human Development

- Research, Innovation, Collaboration, and Engagement are four themes that guide the work of the faculty in the College of Education and Human Development at the University of Maine.
- Research is important because decisions should be made based on systematic collection and analysis of evidence. This can take many forms, including quantitative studies, qualitative studies, and action research projects. Without evidence, educators may slide into making decisions based on unexamined assumptions, pre-conceived ideas, and even stereotypes of learners.
- Innovation is important because we live in a world characterized by both continuities and changes. We need to recognize what is of value based on past experience, while at the same time being attune to changes in such areas as technology, the economy, the natural world, and human populations.
- Collaboration is critical because people with different experiences and perspectives, and from different backgrounds, have much to offer to an understanding of educational issues in relation to the larger society in which educational institutions and practices are embedded. Prek-12 educators, educators in higher education institutions, parents, members of community organizations, and other community leaders all have important perspectives on learners and learning.
- Engagement is essential to both teaching and learning. In order to be successful, learners must be motivated to pursue knowledge and understanding, recognizing that learning is relevant and meaningful to their lives in both present and future. Educators likewise must be engaged in discovering what educational practices are most likely to motivate students. Both must become intrinsic, lifelong learners.
- Cutting across these themes is the belief that leadership in addressing contemporary and future issues and needs is a reflective process that requires thoughtful and evaluative analysis of the many forces and factors that affect teaching, learning, and schooling. The ultimate outcome of reflective practice and leadership is to be proactive in implementing educational



practices that are equitable, meaningful, and relevant for student and societal welfare.  
Developing your capacity for reflective thought and action is a core outcome of this course.

### **Diversity**

Ours is a diverse nation founded upon the protection of rights and liberties of all. Over time, we as a nation have come to realize that every individual is unique and of value, regardless of their race, ethnicity, social economic status, gender, sexual orientation, religion, language, disabilities, and geography. Schooling, especially public schooling, has and continues to have a central role in educating our nation's citizens for life in this diverse and pluralistic society. Choosing to teach in public schools means accepting the moral and ethical responsibilities inherent in building a strong democratic society. In this course, you will have many opportunities to examine your beliefs regarding diversity and the challenges of providing equitable and fair educational opportunities for all.

### **Campus Policies**

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

*Simply giving a citation after text, without writing it in your own words, is considered plagiarism.*

**Students with disabilities statement:** If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with Sara Flanagan ([sara.flanagan@maine.edu](mailto:sara.flanagan@maine.edu)) privately as soon as possible.

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

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

the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

### **Sexual Discrimination Reporting**

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

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

*For confidential resources on campus: Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000. For confidential resources off campus: Rape Response Services: 1-800-871-7741 or 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/>

*Tentative Schedule of Topics and Core Readings*

- The schedule below lists the tentative topics and readings. It might be necessary to adjust topics and readings in response to needs and class interests. Only assignments for the intervention project are listed below. The weekly overview for each week will include any additional assignments and/or online discussions.
- Work for each topic will typically be posted on Blackboard Monday morning by 9 AM. Assignments will typically be due by Sunday at 11:59 PM. Initial (first) discussions will usually be due by Wednesday at 11:59 PM. Discussions will typically end by Sunday at 11:59 PM, although some discussions may take place over a longer period of time. Discussion will not occur every week and will be announced on Blackboard.
- Readings in our text are listed for each topic. For many topics, you will also need to access online resources (other readings, websites, videos, PowerPoint presentations). These resources will be posted on Blackboard in the current weekly folder for each topic.

<b>Week of</b>	<b>Topic</b>	<b>Textbook Only Readings*</b>	<b>Intervention Project</b>
Jan. 21	Course introduction and syllabus  How do you write?		
Jan. 27	Why writing matters  Challenges in written expression	Chapters 1 and 4	
Feb. 3	Challenges in written expression, continued  Skills embedded in written expression	Chapters 2 and 3	
Feb. 10	Skills embedded in written expression, continued: Handwriting and stages of development	Chapters 5 and 6	Zoom office hours TBA (drop-in meeting)  Project introduction
Feb. 17	Written expression assessment Informal student assessment	Chapter 8	Step 1: Identify student for project
Feb. 24	Written expression assessment Informal student assessment	Chapters 8 and 9	Step 2: Informal assessment and report
March 2	Metacognition; prewriting	Chapter 7	Step 2: Informal assessment and report
March 9	Prewriting		Step 3: Identify focus area of intervention project

March 16	UMaine Spring Break—no new topic		Update any previous part of intervention project and/or work ahead
March 23	Building blocks of written expression (language usage, scaffolding, early writing)		Zoom office hours TBA (drop-in meeting)  Steps 4 and 5: Summarize intervention for project; outline of instructional plan
April 6	Content generation (sentences, paragraphs, grammar)	Chapter 6, pages 141-152	Steps 4 and 5: Summarize intervention for project; outline of instructional plan
April 13	Revision and peer editing; technology	Chapter 6, review pages 147-150 Chapter 7, review pages 205-213	Step 6: Intervention sessions
April 20	Authentic writing tasks and writing across the curriculum; English Second Language Learners	Chapter 10	Step 6: Intervention sessions
April 27	No topic—work on project Step 7: Peer review of project		Zoom office hours TBA (drop-in meeting)  Intervention sessions
May 4	<i>Step 8: Intervention Project and Handout due to Blackboard by Wednesday, May 6<sup>th</sup> at 11:59 PM</i>		

*\*See the Weekly Folders for additional required and supplementary readings and resources. Readings listed above are from the textbook.*

*^See Blackboard for weekly assignments.*



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES**

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

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

GRADUATE PROGRAM/UNIT Special Education

COURSE DESIGNATOR SED COURSE NUMBER 587 EFFECTIVE SEMESTER Fall 2021

COURSE TITLE Collaborations and Transitions for Special Educators

REQUESTED ACTION

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

- New Course
- New Course with Electronic Learning
- Experimental

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

- Designator Change
- Description Change
- Cross Listing (must be at least 400-level)<sup>1</sup>
- Number Change
- Prerequisite Change
- Other (specify) \_\_\_\_\_
- Title Change
- Credit Change

**ELIMINATION:**

- Course Elimination

ENDORSEMENTS

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

Leader, Initiating Department/Unit(s)

 Shihfen Tu

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

 Sandra Caron 12/17/2019

College Dean(s)

 1/21/20  
Graduate School [sign and date]

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

**SECTION 1 (FOR NEW COURSE PROPOSALS)**

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

SED 587 Collaborations and Transitions for Special Educators. This course addresses lifespan issues for persons with disabilities, stressing curriculum content and instructional strategies that promote interdisciplinary career development and transition education at all age levels, but with an emphasis on post school outcomes that lead to independence and a high quality of life. Graduate standing. 3 credits.

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

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

Text(s) planned for use:

Flexer, R., Baer, R., Luft, P. & Simmons, T. (2013). Transition planning for secondary students with disabilities (4th Ed.). Boston, MA: Pearson. ISBN-13: 978-0-13-265811-9  
Riding the Bus with My Sister by: Rachel Simon  
ISBN: 1455526169  
<https://www.amazon.com/Riding-Bus-Sisler-Rachel-Simon/dp/1455526169>

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

Sarah Howorth, Ph.D, BCBA-D, Assistant Professor (2:2 load)

Reason for new course:

Required for Maine State Certification

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

- No. The department will not request additional resources for this course.  
 Yes. Please list additional resources required and note how they will be funded or supported.

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

None

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

Every other year for graduate students in our special education degree program for High Incidence and Low Incidence disabilities. This course will be part of Dr. Howorth's load.



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

## SED 587 – Collaboration and Transitions for Special Educators

Fall 2021

Blackboard Course Website: <https://bb.courses.maine.edu/> IT Help Center: <https://umaine.edu/it/>

<p><b>Instructor:</b> Sarah K. Howorth, PhD, BCBA</p> <p>Email: <a href="mailto:sarah.howorth@maine.edu">sarah.howorth@maine.edu</a></p>	<p><b>Primary Delivery Format:</b></p> <p><b>Class Location:</b> Online (Blackboard)</p> <p><b>Office hours:</b> By appointment, schedule via email</p>
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Preferred method of communication with instructor: Students are encouraged to first contact their instruction via email. Emails will be responded to within 24 hours on weekdays and 48 hours on weekends and university holidays. Students may also to request to meet by appointment in person, via phone, Google Meet or Zoom.

### Course Information

#### Course Description

*This course addresses lifespan issues for persons with disabilities, stressing curriculum content and instructional strategies that promote interdisciplinary career development and transition education at all age levels, but with an emphasis on post school outcomes that lead to independence and a high quality of life. 3 credits Graduate Standing required.*

### Course Delivery Method

#### Teaching Methods

Course content will be delivered through a variety of channels including assigned readings, online course modules, videos, case studies, and group discussions, among others. Assignments will be designed to provide direct experiences with course content and to extend learning about concepts and issues addressed in this course. Students will be encouraged to reflect on the course content and to relate to their own experiences throughout.

### Mode of Instruction

This is an asynchronous online course. You will be responsible for keeping up with messages, weekly assignments and tasks on Blackboard. Please check it regularly for general communications at least twice a week. Unless otherwise noted, assignments are due on Sunday (Midnight EST). Online Modules will be released every Sunday no later than 5pm and you will have until the following Sunday before 5pm to complete all weekly assignments and activities.

### Time Options

This is an asynchronous online course.

### Digital Services Required

- Learning Management System: Blackboard <https://bb.courses.maine.edu/>
- Web Conferencing Service: Zoom (as needed)
- Video recording/sharing service: Kaltura
- Collaboration and Communication: Google Meet and Zoom for Book Club Groups Meetings
- Library and eReserve Service: <https://library.umaine.edu/>
- Computer requirements: Access to a computer with high speed internet
- Other:
  - [Adobe Flash](#)
  - [Adobe Acrobat Reader](#) or compatible program (ex. Preview on a Mac computer)
  - [Microsoft Office for completing assignments or compatible software](#); this can be downloaded for free from the University of Maine Information Technology Software website (*Note: You must be able to export the file to a Word document or PDF, per the instructor's directions—Pages files cannot be accesses*)
  - [APA Style website](#) or [APA manual \(6<sup>th</sup> edition\)](#)
  - Access to UMaine email: <https://gmail.maine.edu> (*Note: All communication and Blackboard announcements are sent to your maine.edu email address; if you do not plan to use it, please have it [forwarded to a different email account.](#)*)
  - *Other materials (ex. webcam, microphone, Microsoft Word)*

### Technical Assistance

If you are unfamiliar with the Blackboard Platform, you are encouraged to take the self-guided tutorial, Blackboard Essentials for Students, available at [www.courses.maine.edu](http://www.courses.maine.edu)  
If you need assistance with technology, please contact the UMaine IT Help Desk: <https://umaine.edu/it/>, 581-2506, or [help.center@umit.maine.edu](mailto:help.center@umit.maine.edu)

## Instructional Materials and Resources

### Required Texts:

Flexer, R., Baer, R., Luft, P. & Simmons, T. (2013). *Transition planning for secondary students with disabilities* (4<sup>th</sup> Ed.). Boston, MA: Pearson. ISBN-13: 978-0-13-265811-9

*Riding the Bus with My Sister* by: Rachel Simon

ISBN: 1455526169

<https://www.amazon.com/Riding-Bus-Sister-Rachel-Simon/dp/1455526169>



**Recommended Resources:**

National Technical Assistance Center on Transitions: <https://www.transitionta.org>

CEEDAR Center Resources on Transition: <http://cedar.education.ufl.edu/wp-content/uploads/2014/08/transition-planning.pdf>

Maine OVR:

<http://www.maine.gov/rehab/dvr/index.shtml>

[http://www.maine.gov/rehab/dvr/youth\\_transition.shtml](http://www.maine.gov/rehab/dvr/youth_transition.shtml)

National Gateway on Self-Determination: <http://www.ngsd.org>

National Longitudinal Transition Study: <https://nlts2.sri.com/reports/index.html>

The Disability Rights Center of Maine: <https://drme.org/>

## **Course Goals and Objectives**

### **Course Goals**

This course will introduce graduate students to models of career preparation for students with disabilities beginning in adolescence through to adulthood, including postsecondary opportunities. Graduate students will be introduced to and interact with transition-related service provider resources at the local and state level. They will learn how to develop a full transition plan given a description of a student, or for a current student they work with. The focus of course content will be on the process of developing a transition plan, and on research-based transition practices, as recognized by the National Technical Assistance Center on Transition and Council for Exceptional Children Standards. Collaboration with individuals with disabilities, families, and community stakeholders will be emphasized. This course will provide participants with an in-depth understanding of the concepts related to positive transition planning for individuals with disabilities. The issues, challenges, and strategies that are involved with helping them transition to work and participate to the fullest degree in society will be examined. Kohler's Taxonomy for Transition Programming will be used as the framework for transition planning. The Taxonomy includes five essential areas: (a) student-focused planning, (b) student development, (c) family involvement, (d) program structure, and (e) interagency collaboration.

### **Instructional Objectives**

Upon completion of this course, students will demonstrate the ability to:

1. Candidates will provide a professional synopsis of current trends in post school outcomes for individuals with moderate to severe disabilities.
2. Candidates will integrate the information from community resources for transition with professional literature on transition and career education.
3. Candidates will construct a transition plan that is legally sufficient and educationally appropriate for a student with a moderate to a severe disability.
4. Candidates will participate in a disability related book club group and discuss transition-related topics from the text to highlight the relationships to course content and helping their future students achieve successful postschool success.

## Student Learning Outcomes

As a result of active participation and successful completion of course requirements, students will:

1. Interpret the current concepts of school program, living and employment arrangement, self-determination, self-advocacy, cognitive decision making, and transition as they relate to persons with disabilities.
2. Compare the characteristics and needs of preschool, elementary, middle school and high school students with disabilities across the lifespan.
3. Apply the basic elements of transition planning for any special needs student, and the issues and concerns that relate to vocational planning and implementation for special populations, as well as ITEP, functional assessment and transition planning for diverse students.
4. Appraise the components of curriculum and educational programming for transition services for individuals with disabilities.
5. Evaluate post-secondary options while collaborating with parents of special needs students.
6. Design programs related to legislation that affects career and transition programming.

## Taskstream (TK20) and Candidate Proficiencies

### Taskstream/TK20 Online Data Management System

There is not required Assessment Task for this course

Additional information will be provided in classes that have assessments as well on the TK20 [link on the College of Education and Human Development website](#).

### Candidate Proficiencies

This course will focus on the competencies listed below: (links: [CEC](#), [InTASC](#))

#### InTASC Standards

- ✓ InTASC Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- ✓ InTASC Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#### Council for Exceptional Children Special Educator Standards

- ✓ Discuss the impact of an individual with disabilities on the family system (ICC1K4, ICC1K7, ICC1K10, ICC2K4, ICC3K1, ICC3K3-4, ICC10K3, ICC10S5, ICC10210);
- ✓ Identify and plan for key transition periods within the life span of the individual and family (ICC4S6, IGC4S8, IGC7S6, IGC10K2, ICC1026, IGC10S4);
- ✓ Use technology in the development of effective transition plans (IGC4S8, IGC10S1);
- ✓ Identify and practice a range of interpersonal skills, necessary for successful collaboration and consultation (ICC9S8, ICC10S5, ICC10S9-10);
- ✓ Discuss legal and legislative consideration in working with parents of students with disabilities (ICC1K4, IGC1K1, IGC1K3-4, IGC1K6);
- ✓ Discuss emerging trends and issues in consultation, collaboration and transitioning (ICC9S12);

- ✓ Match skills and interest of the student to skills and demands required by vocational and employment settings, community residential situations, and other community participation options (ICC10S4, ICC10S6, IGC10S1, IGC10S4);
- ✓ Monitor student, family, and agency participation in transition planning and implementation (ICC10S6-7, IGC10S1, IGC10S4);
- ✓ Develop coordinated interagency strategies to collect, share, and use student assessment data, with appropriate input and authorization of students and families (ICC8K2, IGC8K3, ICC8S5, ICC8S7, ICC8S9, ICC9S4); and
- ✓ Identify future post-school service needs using transition planning documents in conjunction with relevant agencies (IGC10K3, ICC10S6, IGC10S1, IGC10S4).

## **Grading and Course Expectations**

### **Expectations for Student Engagement**

This is a graduate level course that builds upon the foundation of previous knowledge and experience in early intervention with infants and toddlers and/or undergraduate course work. Each student will get from the course what he or she put into the course. Attitudes distinguish and characterize each student. Individuals who approach the course with a genuine desire to learn, and a willingness to work hard to do so, will achieve that end. Each student is expected to demonstrate self-discipline as they budget and use their time effectively. They are expected to take the initiative to be aware of and prepared for upcoming events.

### **Attendance and Participation**

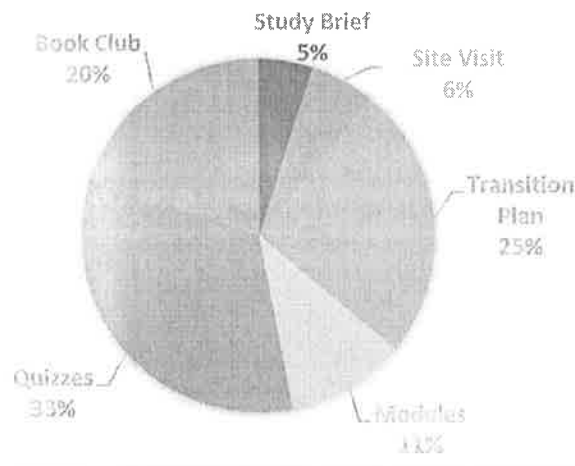
This is a fast-paced and interactive on-line class. Students “attend” class by accessing learning materials and completing activities posted on the Blackboard site, and by participating actively in the online book club meetings and a discussion board. Participation in the book club and discussion boards is a graded requirement of the class and missed deadlines without prior permission or without a valid excuse will result in a reduced grade for that week’s class. Missing deadlines on more than one occasion without prior permission or a valid excuse will result in a discussion with the instructor about the student’s ability to continue with the class.

### **Course Readings**

Students will be assigned readings from the required text. Additionally, students will read relevant research articles or supplemental materials, which will be posted to the Blackboard course site.

### **Course Assignments: 400 points**

NLTS2 Study Brief (20 points); Site Visit (25 points); Transition Plan (100 points); 3 Online Modules (45 points total); Quizzes (130 points total); Book Club Participation (80 points total)



**CAREFULLY READ THE DESCRIPTION** to ensure each component of an assignment is addressed. Rubrics and additional information about each assignment will be posted on the Blackboard site. Make use of this information and ask questions if you need further clarification. Assignments may be submitted before the due date but will not be graded and returned until after the due date.

#### General Guidelines:

- All assignments should reflect professionalism in writing.
- Headings and page numbers should be used to organize the assignments.
- Follow all assignment-specific guidelines (e.g., specific headers, requirements)
- Include your name, project title, and date at the top of your assignment. Assignments without this information will be returned and will not be assessed.
- All assignments requiring references are to be cited and referenced in American Psychological Association (APA) style.
- Assignments should be your original work and not plagiarized. You may not work with another classmate on an assignment unless otherwise noted.
- Assignments should be submitted as a Word .doc or .docx unless otherwise noted or by permission of the instructor. Pages documents will not be accepted.
- Retain a personal copy of all assignments.

**Workload:** In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot approximately three hours for class readings and preparation for each credit hour weekly in addition to time spent on papers and assignments.

#### Course Assignments:

*All rubrics posted on Blackboard*

#### ASSIGNMENT 1: NLTS2 Study Brief (20 points)

You will be assigned a particular report from the National Longitudinal Transition Study 2 (<http://www.nlts2.org/reports/index.html>) to read.

Report Assignments:

<https://docs.google.com/document/d/1VbBlwTMY53zmEhwoytVx2OdrjCXQCmY53gRrNBsiXo/edit>

In a two-minute briefing, you will provide your classmates with the most salient and pertinent information from the report. You may use a visual if you wish, but you will be limited to one PowerPoint slide with your two-minute audio briefing set to automatically play.

*Student Learning Outcome 1, 4 & 7*

### **ASSIGNMENT 2: Site Visit to a Community Resource/Agency or School Resource That Facilitates Transition Skills (25 points)**

Visit a transition resource/agency either in the community or within a school system and describe the services available to youth with disabilities. Your write-up should include services, accommodations, population(s) served, description of the agency/office, and your questions for staff. Your "lens" for this visit should be "what opportunities exist for youth with moderate to severe disabilities through this avenue during and/or after high school?" Include PDF copies of materials available at center, agency, or office. You will need to make an appointment. Acceptable options for this assignment include a school career center, interview with a school or county transition coordinator, One-Stop Center, vocational evaluation site, Maine Department of Rehabilitation Services office, local Community Services Board, Job Placement/Training program, and other suggestions from your professor. **Your write up MUST include a synthesis section that integrates the information from your site visit with professional literature on transition and career education.**

*Student Learning Outcomes 1, 4 & 5*

### **ASSIGNMENT 3: Transition Plan with Assistive Technology (100 points):**

The purpose of this assessment is to have candidates demonstrate knowledge of the individualized planning process required for the development of a transition plan for secondary students with moderate to severe exceptional learning needs. Candidates will demonstrate understanding of the components of the transition plan. Based upon case information provided, candidates will construct a transition plan that is legally sufficient and educationally appropriate for the described student. Candidates will use curricular resources and evidence-based practices to demonstrate their ability to plan appropriately for the student with mild to moderate exceptional learning needs. You will use the Postsecondary Transition Planning Form found here:

<https://dpi.wi.gov/sites/default/files/imce/sped/pdf/spp13-ptp-guide-offline.pdf> as a way to organize your information.

### **Directions for the Assignment:**

In this assignment/project, you will demonstrate your ability to develop a Transition Plan for a hypothetical secondary student with a moderate to severe exceptional learning need. You will be presented with case studies of individuals and the [Maine DOE Transition Plan Forms](#) (on Blackboard). Using the information in your selected case study, you will write a transition plan that thoroughly and appropriately addresses the needs of the student in the case scenario and integrates at least one form of assistive technology which increase the

student's ability to access the general curriculum and work towards his or her transition goals.

**As you write the transition plan, you will:**

- ✓ Complete a thorough review of the case study facts
- ✓ Complete all components of the transition planning forms, using specific instructions provided by the instructor
- ✓ Infuse appropriate augmentative and assistive communication or assistive technology strategies into the transition goals and short-term objectives.
- ✓ Transition Assessment Information: Interests, strengths/capabilities, and career goal (include training, education, employment, and where appropriate independent living)
- ✓ Consider the information presented in the vignette as well as any assessment data (formal or informal) and present levels of performance as you develop these statements.
- ✓ Consider the impact of the student's academic and social abilities, attitudes, interests, and values on instruction and career development.

**Measurable Postsecondary Goals - 35 points:**

- ✓ (15 pts.) Write one measurable postsecondary goal for each domain: (a) employment, (b) education/training, and (c) independent living skills. Base each goal on the information from the vignette and peer-reviewed research. Each goal is a specific statement of what the student wants to achieve after high school written as an "I will" statement. These goals should be based on the student's interests, preferences, and strengths.
- ✓ (10 pts.) Select and adapt instructional strategies and materials according to the characteristics of the student with exceptional learning needs and integrate evidence-based practices (**from a minimum of TWO peer-reviewed journal articles**) which have been validated to promote successful transitions for the specific characteristics of the learner and setting.
- ✓ (5 pts.) What appropriate augmentative and assistive communication or assistive technology would help the student reach their post-secondary goals? How could that technology be integrated into the instruction in a natural and meaningful way?
- ✓ (5 pts.) Ensure that each postsecondary goal is based on an age appropriate transition assessment (functional vocational evaluations, state assessments, or other more informal methods like daily living skills checklists and interest inventories and that you consider the principles of normalization and concept of least restrictive environment when making decisions about post-secondary outcomes.

**Transition Objectives- 25 points:**

- ✓ (15 pts.) Write one short-term objective or benchmark each for (a) career, (b) self-advocacy and (c) independent living. Integrate evidence-based practices which have been validated for the specific characteristics of the learner and setting.
- ✓ (10 pts) At least two of your objectives must contain a form of appropriate augmentative and assistive communication or assistive technology as one component.

You may want to consider the following questions:

- ☐ What specific models, theories, philosophies, and research methods which form the basis for special education practice can be utilized?
- ☐ What culturally, linguistically, and gender responsive instructional content, resources and strategies can be implemented?
- ☐ What appropriate augmentative and assistive communication or assistive technology would help the student reach their post-secondary goals? How could that technology be integrated into the instruction in a natural and meaningful way?
- ☐ What evaluation measures (indicators of progress toward meeting the goal) will be implemented intermittently during the year?
- ☐ What strategies can be used to integrate student-initiated learning experiences into the instruction in order to maximize opportunities to increase self-determination?

**School and Post-Secondary Services- 15 points:**

- ✓ (10 pts.) Identify a minimum of two post-secondary resources that would be helpful for your student (e.g. United Technologies Center, ARC, Penobscot Job Corp).
- ✓ (5 pts.) Identify a minimum of one in-school employment preparation option (e.g. Pre-Employment Transition Service, High School VR Counselors can also help).

Include a **ONE PAGE SERVICE SUMMARY (25 points)** which details a comprehensive, longitudinal individualized program for your secondary student including:

- ✓ (5 pts.) A rationale for the services selected. Relate the level of support to the needs of the student. Why did you choose “explore vs. select”? Why are these services necessary for the student? Ensure that the rationale takes the continuum of placement and services available for students with exceptional learning needs as well as the legal, judicial and educational systems to assist students with exceptional learning needs into consideration.
- ✓ (5 pts.) Do you recommend a job coach? Enclave? Any other special support? Why or why not?
- ✓ (5 pts.) A detailed explanation of what skills, experiences, activities, opportunities and connections the student needs in order to reach their post-secondary goals and the “action plan” to reach them.
- ✓ (5 pts.) A detailed explanation of resources, techniques and recommendations for educational, community, vocational, and post-school adult living experiences which should be used to transition the student with exceptional learning needs out of school and into the postsecondary environment. This should include an explanation of the selected forms of appropriate augmentative and assistive communication or assistive technology which would benefit the student and a discussion of how these technology skills can be introduced and taught.
- ✓ (5 pts.) Articulate how you would review this document with the learner and how you would help the student understand how things change when they are no longer covered by IDEA. *Student Learning Outcomes 3, 4, 6, 7*

**ASSIGNMENT 4: Online Modules (15 points each): Student Centered Transition Planning, Interagency Collaboration and Post High School Settings**

These modules have been carefully selected to extend your learning on important topics related to effective instruction in inclusive environments. These modules include articles, websites, videos, practice games and/or interventions. Each module is designed to take a few hours, so plan your time wisely. You will be expected to hand in your typed answers to the end of module assessment questions to Blackboard. We will discuss these topics, but a bulk of your learning will occur through your participation in the modules.

*Student Learning Outcomes 3, 4, 5, & 7*

#### **ASSIGNMENT 5: Quizzes (13 x 10 points = 130 points)**

Complete a quiz covering the readings assigned. Quizzes may include multiple choice, true-false, matching, short answer, or short essay components pertaining to the assigned class reading. *Student Learning Outcomes 1, 2, 3*

#### **ASSIGNMENT 6: Book Club Participation (10 points X 6 weeks)**

Each student in the class will be responsible for facilitating a discussion on one of the chapters from the novel "Riding the Bus with My Sister." Students will be randomly assigned to a book chapter, group, and presentation date. Prior to their scheduled date, students will submit (via blackboard) a summary of the key events in the chapter as well as 2 discussion-provoking questions per person. Discussion questions should focus on transition-related topics from the text and highlight the relationships to course content. Students will select one of the presentation modes described by the professor or use another mode that is cleared by the professor at least 48 hours in advance of the presentation. The key with this activity is to select interesting questions that will bring out differences in opinions/ perspectives among classmates. Due date: your scheduled presentation date

#### **Book Club Responses:**

Each student will read the novel, "Riding the Bus with My Sister". Students will engage in weekly reading reflections and/or actively engage in book club discussions with other classmates. Additionally, each student will be assigned a small group and will meet at least twice during the course. It is up to the group how they want to meet (e.g., face-to-face, Google hang out, Skype, or sign on to a Google doc at the same time). The purpose is to foster conversation about the book. Please keep the instructor informed of how and when you meet.

*Student Learning Outcomes 1, 4, 7*

#### **Evaluation**

Each of the aforementioned components will be weighted as follows to determine the final grade in the course.

<b>Assignment</b>	<b>Points Possible</b>
NLTS2 Study Brief	20
Site Visit	25
Transition Plan	100
Online Modules (3 x 15 points each)	45
Quizzes (13 x 10 points each)	130
Book Club Responses & Participation (10 points x 8 weeks)	80
<b>Total Points:</b>	<b>400</b>



### Grading Scale:

A = 95 – 100%	B+ = 86 – 89%	C+ = 76 – 79	D+ = 66 – 69%	F = Below 59%
A- = 90 – 94%	B = 83 – 85%	C = 73 – 75%	D = 63 – 65%	
	B- = 80 – 82%	C- = 70 – 72%	D- = 60 – 62%	

Points for major assignments will be deducted at 20% per day unless prior arrangements were made with the professor (rare circumstances only). If a major assignment is more than 4 days late, you are still expected to complete it to obtain a passing grade, though no points will be awarded.

### Course Policies

Unless otherwise noted, assignments are due on Sunday (Midnight EST). Online Modules will be released every Sunday no later than 4:15pm and you will have until the following Sunday before midnight to complete all activities.

Please note: rubrics are used to score all assignments. Checking the rubrics prior to submission of any works is strongly recommended. Correct spelling and grammar are expected for all assignments.

You must submit electronic copies of your work, by sending work to the digital drop box for the specific assignment.

#### All electronic files **MUST be labeled in the following format:**

Lastname\_Firstname\_AssignmentName\_SED598

#### College of Education and Human Development policy on incompletes in Graduate Classes

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

## Conceptual Framework for College of Education and Human Development

- Research, Innovation, Collaboration, and Engagement are four themes that guide the work of the faculty in the College of Education and Human Development at the University of Maine.
- Research is important because decisions should be made based on systematic collection and analysis of evidence. This can take many forms, including quantitative studies, qualitative studies, and action research projects. Without evidence, educators may slide into making decisions based on unexamined assumptions, pre-conceived ideas, and even stereotypes of learners.
- Innovation is important because we live in a world characterized by both continuities and changes. We need to recognize what is of value based on past experience, while at the same time being attuned to changes in such areas as technology, the economy, the natural world, and human populations.
- Collaboration is critical because people with different experiences and perspectives, and from different backgrounds, have much to offer to an understanding of educational issues in relation to the larger society in which educational institutions and practices are embedded. Prek-12 educators, educators in higher education institutions, parents, members of community organizations, and other community leaders all have important perspectives on learners and learning.
- Engagement is essential to both teaching and learning. In order to be successful, learners must be motivated to pursue knowledge and understanding, recognizing that learning is relevant and meaningful to their lives in both present and future. Educators likewise must be engaged in discovering what educational practices are most likely to motivate students. Both must become intrinsic, lifelong learners.
- Cutting across these themes is the belief that leadership in addressing contemporary and future issues and needs is a reflective process that requires thoughtful and evaluative analysis of the many forces and factors that affect teaching, learning, and schooling. The ultimate outcome of reflective practice and leadership is to be proactive in implementing educational practices that are equitable, meaningful, and relevant for student and societal welfare. Developing your capacity for reflective thought and action is a core outcome of this course.

### Diversity

Ours is a diverse nation founded upon the protection of rights and liberties of all. Over time, we as a nation have come to realize that every individual is unique and of value, regardless of their race, ethnicity, social economic status, gender, sexual orientation, religion, language, disabilities, and geography. Schooling, especially public schooling, has and continues to have a central role in educating our nation's citizens for life in this diverse and pluralistic society. Choosing to teach in public schools means accepting the moral and ethical responsibilities inherent in building a strong democratic society. In this course, you will have many opportunities to examine your beliefs regarding diversity and the challenges of providing equitable and fair educational opportunities for all.

## Campus Policies

### Academic Honesty Statement

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

*Simply giving a citation after text, without writing it in your own words, is considered plagiarism.*

### Students with disabilities statement

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

### Course Schedule Disclaimer (Disruption Clause)

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

### 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

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

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

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

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

**Other resources:** The resources listed below can offer support but may have to report the incident to others who can help: **For support services on campus: Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSVP website for a complete list of services at <http://www.umaine.edu/osvp/>**

## Tentative Course Schedule

Additional readings are posted on Blackboard and may be assigned throughout the semester. Schedule is subject to change.

Week/Dates	Topic	Readings	Assignment Due
Week 1 9/4/18 – 9/9/18 Tuesday-Sunday	A Framework for Positive Outcomes	<ul style="list-style-type: none"> <li>✓ Syllabus</li> <li>✓ Flexer et al. (2013) Ch. 1</li> </ul>	<ul style="list-style-type: none"> <li>✓ Quiz 1</li> <li>✓ Sign Up for Book Club Groups</li> </ul>
Week 2 9/10/18 – 9/16/18 Monday-Sunday	Transition Legislation & Models	<ul style="list-style-type: none"> <li>✓ Flexer et al. (2013) Ch. 2</li> <li>✓ Your assigned report from <a href="http://www.nlts2.org/reports/index.html">http://www.nlts2.org/reports/index.html</a></li> </ul>	<ul style="list-style-type: none"> <li>✓ Quiz 2</li> <li>✓ Book Club: Introductions</li> </ul>
Week 3 9/17/18 – 9/23/18 Monday- Sunday	Multicultural & Collaborative Competencies	<ul style="list-style-type: none"> <li>✓ Flexer et al. (2013) Ch. 3</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Assignment 1: NLTS2 Study Brief DUE 9/23</b></li> <li>✓ Quiz 3</li> </ul>
Week 4 9/24/18 – 9/30/18 Monday-Sunday	Career Development Theories	<ul style="list-style-type: none"> <li>✓ Flexer et al. (2013) Ch. 4</li> <li>✓ Book Club: Riding the Bus with My Sister, pp. 1-48</li> </ul>	<ul style="list-style-type: none"> <li>✓ Quiz 4</li> <li>✓ Book Club Meeting 1: Discussion Questions 1&amp;2 p. 382</li> </ul>
Week 5 10/1/18 – 10/7/18 Monday-Sunday	Transition Assessment	<ul style="list-style-type: none"> <li>✓ Flexer et al. (2013) Ch. 5</li> <li>✓ Work on Transition Plan</li> </ul>	<ul style="list-style-type: none"> <li>✓ Quiz 5</li> <li>✓ <b>Assignment 2: Site Visit DUE 10/7</b></li> </ul>
Week 6 10/9/18 – 10/14/18 Tuesday -Sunday	Developing Post-Secondary Goals	<ul style="list-style-type: none"> <li>✓ Flexer et al. (2013) Ch. 6</li> <li>✓ Work on Transition Plan</li> <li>✓ Book Club: Riding the Bus with My Sister, pp. 49- 110</li> </ul>	<ul style="list-style-type: none"> <li>✓ Quiz 6</li> <li>✓ Book Club Meeting 2: Discussion Questions 3&amp;4 p. 382</li> </ul>
Week 7 10/15/18 – 10/21/18 Monday-Sunday	Developing Courses of Study	<ul style="list-style-type: none"> <li>✓ Flexer et al. (2013) Ch. 7</li> <li>✓ Work on Transition Plan</li> </ul>	<ul style="list-style-type: none"> <li>✓ Quiz 7</li> <li>✓ <b>Online Module 1: Interagency Collaboration DUE 10/21</b></li> </ul>
Week 8 10/22/18 – 10/28/18 Monday-Sunday	Collaborative Transition Services	<ul style="list-style-type: none"> <li>✓ Flexer et al. (2013) Ch. 8</li> <li>✓ Work on Transition Plan</li> <li>✓ Book Club: Riding the Bus with My Sister, pp. 111- 177</li> </ul>	<ul style="list-style-type: none"> <li>✓ Quiz 8</li> <li>✓ Book Club Meeting 3: Discussion Questions 5&amp;6 p. 383</li> </ul>
Week 9 10/29/18 – 11/4/18 Monday-Sunday	Developing and Teaching the Transition IEP	<ul style="list-style-type: none"> <li>✓ Flexer et al. (2013) Ch. 9</li> <li>✓ Work on Transition Plan</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Online Module 2: Student Centered Planning DUE 11/4</b></li> <li>✓ Quiz 9</li> </ul>
Week 10 11/5/18 – 11/11/18 Monday-Sunday	Coordinating Transition Services	<ul style="list-style-type: none"> <li>✓ Flexer et al. (2013) Ch. 10</li> <li>✓ Work on Transition Plan</li> <li>✓ Book Club: Riding the Bus with My Sister, pp. 178-253</li> </ul>	<ul style="list-style-type: none"> <li>✓ Quiz 10</li> <li>✓ Book Club Meeting 4: Discussion Questions 7&amp;8 p. 384</li> </ul>
Week 11 11/12/18- 11/18/18 Monday-Sunday	Transition to Postsecondary Education	<ul style="list-style-type: none"> <li>✓ Flexer et al. (2013) Ch. 11</li> <li>✓ Work on Transition Plan</li> </ul>	<ul style="list-style-type: none"> <li>✓ Quiz 11</li> </ul>
Week 12 11/19/18 – 11/20/18 Monday & Tuesday		<b>FINISH TRANSITION PLAN</b>	<ul style="list-style-type: none"> <li>✓ <b>Assignment 3: Transition Plan Due 11/20/18</b></li> </ul>
Week 13 11/26/18 – 12/2/18 Monday- Sunday	Post High School Settings	<ul style="list-style-type: none"> <li>✓ Book Club: Riding the Bus with My Sister, pp. 254-293</li> </ul>	<ul style="list-style-type: none"> <li>✓ Book Club Meeting 5: Discussion Questions 9&amp;10 p. 384</li> <li>✓ <b>Online Module 3: Post High School Settings DUE 12/2</b></li> </ul>

Week 14 12/3/18 - 12/9/18 Monday- Sunday	Transition to Employment	<ul style="list-style-type: none"> <li>✓ Flexer et al. (2013) Ch. 12</li> <li>✓ Book Club: Riding the Bus with My Sister, pp. 294-337</li> </ul>	<ul style="list-style-type: none"> <li>✓ Quiz 12</li> <li>✓ Book Club Meeting 6: Discussion Questions 11&amp;12 p. 385</li> </ul>
Week 15 12/10/18 - 12/14/18 Monday - Friday	Independent Living and Community Participation	<ul style="list-style-type: none"> <li>✓ Flexer et al. (2013) Ch. 13</li> <li>✓ Book Club: Riding the Bus with My Sister, pp. 338-365</li> </ul>	<ul style="list-style-type: none"> <li>✓ Quiz 13</li> <li>✓ Book Club Wrap Up: Discussion Questions 13 p. 385</li> </ul>
12/16/18 - 12/21 Final Exam Week		<b>NO FINAL EXAM</b>	



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES**

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

Please return the completed e-form with appropriate signatures and documentation to the Graduate

School by the sign-off date. Course proposals and changes should be submitted to [graduate@maine.edu](mailto:graduate@maine.edu). Please

GRADUATE PROGRAM/UNIT SED

COURSE DESIGNATOR SED COURSE NUMBER 605 EFFECTIVE SEMESTER Summer 2020

COURSE TITLE Seminar in special education

**REQUESTED ACTION**

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

- New Course
- New Course with Electronic Learning
- Experimental

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

- Designator Change
- Description Change
- Cross Listing (must be at least 400-level)<sup>1</sup>
- Number Change
- Prerequisite Change
- Other (specify) \_\_\_\_\_
- Title Change
- Credit Change

**ELIMINATION:**

- Course Elimination

**ENDORSEMENTS**

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

**Leader, Initiating Department/Unit(s)**

Shihfen Tu

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

Sandra Caron 12/17/2019

College Dean(s)

1/21/20

Graduate School (sign and date)

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

## SECTION 2 (FOR COURSE MODIFICATIONS)

Current catalog description (include designator, number, title, prerequisites, credit hours):

Advanced study of current issues, problems, and controversies in special education. Typically taken as the final course in the master's program in special education.

*Proposed* catalog description (include designator, number, title, prerequisites, credit hours):

Study of current issues, problems, and controversies in special education with a focus on professional writing. Typically taken as the first or second course in the master's program in special education. Graduate standing. 3 credits

Reason for course modification:

SED 605 was developed for the Fall 2018 semester to prepare students for future coursework and address critical issues in special education. The course is no longer taken at the end of a program.

## SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination

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





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

### **SED 605**

## **Seminar in Special Education: Critical Issues Summer 2020**

Blackboard Course Website: <http://bb.courses.maine.edu/>  
UMaine Online Technology Support: <https://online.umaine.edu/tech-support/>

**Instructor:** Sara Flanagan, PhD

**Primary Delivery Format:** Online

**Office:** 301 Shibles Hall

**Class Location:** Online (Blackboard)

**Email:** [sara.flanagan@maine.edu](mailto:sara.flanagan@maine.edu)

**Office hours:** By appointment, schedule via email

**Phone:** 581-2459

**Administrative assistant:** Gail Agrell 581-2492

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### **Catalog description**

This course explores current trends and issues in special education with an emphasis on developing professional writing abilities. Graduate standing or permission of the instructor. 3 credits.

### **Course Delivery Method**

#### **Teaching Methods**

Course content will be delivered through a variety of channels including assigned readings, online course modules, videos, case studies, and group discussions, among others. Assignments will be designed to provide direct experiences with course content and to extend learning about concepts and issues addressed in this course. Students will be encouraged to reflect on the course content and to relate to their own experiences throughout. This course does not require access to K12 students with disabilities to complete course requirements.

#### **Mode of Instruction**

This is an asynchronous online course with weekly reading, assignments, and discussions.

### Time Options

This is an asynchronous online course with potential “live” meetings via Zoom (see schedule).

### Digital Services Required

- Learning Management System: Blackboard <http://bb.courses.maine.edu/>
- Web Conferencing Service: Zoom (as needed)
- Video recording/sharing service: Kaltura (no website needed, in Blackboard)
- Library and eReserve Service: <https://library.umaine.edu/>
- Computer requirements: Access to a computer with high speed internet
- Other:
  - [Adobe Acrobat Reader](#) or compatible program, such as Preview on a Mac computer
  - [Microsoft Office for completing assignments or compatible software](#); this can be downloaded for free from the University of Maine Information Technology Software website (*Note: You must be able to export the file to a Word document or PDF, per the instructor’s directions—Pages files cannot be accessed*)
  - APA 7th edition manual
  - Access to UMaine email: <https://gmail.maine.edu>
    - Note: All communication and Blackboard announcements are sent to your maine.edu email address; if you do not plan to use your UMaine email, please have it [forwarded to a different email account](#).

### Technical Assistance

If you are unfamiliar with the Blackboard Platform, you are encouraged to take the self-guided tutorial, Blackboard Essentials for Students, available at [www.courses.maine.edu](http://www.courses.maine.edu)

If you need assistance with technology, please contact the UMaine Online Technology Support: <https://online.umaine.edu/tech-support/>

## Instructional Materials and Resources

### *Required Texts:*

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.
- Galvan, J. L., & Galvan, M. C. (2017). *Writing literature reviews: A guide for students of the social and behavioral sciences* (7th ed.). Routledge.

\*\*Do not purchase an older edition of either text.

### *Supplementary Resources:*

Additional required and recommended sources will be posted on Blackboard by topic.

## Course Goals and Objectives

### Course Goals

The first purpose of this course is to familiarize students with critical issues and trends in special education. The second purpose of this course is to develop professional writing, including APA style, through a formal paper.

### **Instructional Objectives**

Following completion of this course, students will apply knowledge of critical issues in special education and peer-reviewed information to write a literature review that clearly communicates and evaluates a topic.

### **Student Learning Outcomes**

As a result of active participation and successful completion of course requirements, students will:

- Identify key issues in special education
- Identify relevant research in special education
- Evaluate research in special education
- Summarize research on evidence-based practices and other topics in special education

### **Taskstream (TK20) and Candidate Proficiencies**

Unless otherwise announced, SED 605 does not have a required assessment (assignment) for Taskstream. You will, however, develop an online portfolio to use in this course and all subsequent courses through capstone.

This course addresses the following professional proficiencies:

- CEC 6: Professional learning and ethical practice, “Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession”
- InTASC 4: Content knowledge, “The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.”
- InTASC 9: Professional learning and ethical practice, “The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner”

### **Course Requirements and Procedures**

#### **Expectations for Student Engagement**

This is a graduate level course that builds upon the foundation of previous knowledge and experience in special or general education, and coursework. Each student will get from the course what he or she put into the course. Attitudes distinguish and characterize each student. Individuals who approach the course with a genuine desire to learn, and a willingness to work hard to do so, will achieve that end. Each student is expected to demonstrate self-discipline as they budget and use their time effectively. They are expected to take the initiative to be aware of and prepared for upcoming events. If at anytime you feel uncomfortable during a discussion, do not hesitate to contact the instructor.

#### **Attendance and Participation**

This is a fast-paced and interactive on-line class. Students “attend” class by accessing learning materials and completing activities posted on the Blackboard site, and by participating actively in the online discussion board. Participation in the discussion boards is a graded requirement of the class. Missed deadlines without prior permission or without a valid excuse will result in a reduced grade for that week’s class. Missing deadlines on more than one occasion without prior permission or a valid excuse will result in a discussion with the instructor about the student’s ability to continue with the class.

### **Blackboard Organization**

All online materials for the course will be posted on Blackboard. All materials will be organized on the Course Content folder using a Block folder with folders for each week. The weekly folder will include an overview of the weekly activities including objectives, readings, guidelines for assignments, due dates, and links to online learning activities.

### **Readings**

Readings from the required text are listed on the schedule appended to this syllabus, along with recommended chapters. Additional resources for each topic will be posted on Blackboard in the weekly folder. Some will be required and others recommended.

### **Course Assignments (Weekly Work)**

- Carefully read the description of each assignment and weekly overview to ensure each component of an assignment is addressed. Rubrics and additional information about each assignment will be posted on the Blackboard site. Make use of this information and ask questions if you need further clarification. Assignments may be submitted before the due date, but will not be graded and returned until after the due date.
- Weekly work for the course will include a variety of readings, discussions, online activities, and assignments.
- Discussion boards will be used to create a community to discuss the topics in the course and provide feedback.
- If you are unable to complete your work on time, or you need help in understanding the content or requirements of an assignment, you should notify me by email on or before the due date. Work should be submitted electronically on Blackboard by 11:59 PM EST of the due date.
- **The work for each week will be posted on Blackboard, typically on Mondays by 9 AM EST. Assignments will usually be due on Sunday evenings by 11:59 PM EST. I reserve the right to modify this schedule as needed, so please check due dates and information in the weekly folder on Blackboard.**

### General Assignment Guidelines:

- All assignments must be submitted on time to receive full credit. Any late work will receive a 1/5<sup>th</sup> point deduction per day late to not exceed 4 days; work submitted beyond this will result in a 0.
- Headings and page numbers should be used to organize the assignments.
- Follow all assignment-specific guidelines.
- Please include your name on all assignments.

- All assignments are required to be submitted electronically as either a PDF or Word document. Blackboard does not accurately open .pgs or .txt files.
- Do not submit your assignment as a comment in the assignment submission form.
- All assignments should be written professionally (e.g., edited, proper grammar, clearly communicates a message, use “students” or “children” not “kids”).
- All assignments should use person first language—always write “*student with autism*” not “autistic student;” “*student with a learning disability*” not “learning disabled student.”
- All assignments should be written in American Psychological Association (APA) style, 6<sup>th</sup> edition. This includes the format of the assignments and references. You do not need a title page or abstract on weekly assignments, unless otherwise noted.
- Assignments should be your original work and not plagiarized. You may not work with another classmate on an assignment unless specifically told to do so.
- Retain a personal copy of assignments.

#### Course Assignments:

- *Weekly Work:* Each week, you will complete a variety of activities that are designed to develop knowledge, understanding and application of written expression concepts, terms, and procedures related to written expression. These activities will include reading, viewing (PowerPoint, videos), participation in online discussions, and written responses, although not all activities may be required every week.
- *Critical Issues Final Paper:* The cumulative assignment in this course is a literature review on a critical issue of your choice. More information will be provided at a later date. We will have multiple deadlines throughout the course of the semester.

#### Evaluation

Each of the aforementioned components will be weighted as follows to determine the final grade in the course.

Assignment	Weight
Weekly Assignments	70%
Critical Issues Final Paper	30%

Work that is not on time or that is incomplete will not be credited unless you receive an extension before the due date. You must contact me within 4 hours of the due date to request an extension; a request of an extension does not guarantee that one will be given. Work that is complete and on time, but that does not demonstrate satisfactory and accurate knowledge, understanding, reflection or application may be awarded partial credit.

#### Grading Scale:

A = 95 – 100%	B+ = 86 – 89%	C+ = 76 – 79%	D+ = 66 – 69%	F = Below 59%
A- = 90 – 92%	B = 83 – 85%	C = 73 – 75%	D = 63 – 65%	
	B- = 80 – 82%	C- = 70 – 72%	D- = 60 – 62%	

## Course Policies

### Special Education Policy on Incompletes in Graduate Classes

*I, for "Incomplete:"* This grade means that, in consultation with the student, the instructor has postponed the assignment of a final grade to allow the student to complete specific work not turned in before the end of the semester. Instructors assign the "I" grade only when they are persuaded that events beyond the student's control prevented the completion of assigned work on time and when the student has successfully participated in more than 50% of the class, with a grade of B or above. A contingency contract will be created by the instructor outlining the work to be completed and the due dates. The student, advisor and/or program coordinator, and instructor will sign this contract. If the incomplete work is not submitted within the time allotted by the faculty member, the incomplete work will earn a grade of "0" and the overall grade for the course will be recorded as the final grade. A student may not carry a combination of more than three "I" or "L" grades in all enrolled degree programs without the permission of the graduate program coordinator and the Graduate School.

### Taskstream Online Data Management System

Unless otherwise announced, you do not have a Taskstream assessment for this course.

### Conceptual Framework for College of Education and Human Development

- Research, Innovation, Collaboration, and Engagement are four themes that guide the work of the faculty in the College of Education and Human Development at the University of Maine.
- Research is important because decisions should be made based on systematic collection and analysis of evidence. This can take many forms, including quantitative studies, qualitative studies, and action research projects. Without evidence, educators may slide into making decisions based on unexamined assumptions, pre-conceived ideas, and even stereotypes of learners.
- Innovation is important because we live in a world characterized by both continuities and changes. We need to recognize what is of value based on past experience, while at the same time being attune to changes in such areas as technology, the economy, the natural world, and human populations.
- Collaboration is critical because people with different experiences and perspectives, and from different backgrounds, have much to offer to an understanding of educational issues in relation to the larger society in which educational institutions and practices are embedded. Prek-12 educators, educators in higher education institutions, parents, members of community organizations, and other community leaders all have important perspectives on learners and learning.
- Engagement is essential to both teaching and learning. In order to be successful, learners must be motivated to pursue knowledge and understanding, recognizing that learning is relevant and meaningful to their lives in both present and future. Educators likewise must be engaged in discovering what educational practices are most likely to motivate students. Both must become intrinsic, lifelong learners.
- Cutting across these themes is the belief that leadership in addressing contemporary and future issues and needs is a reflective process that requires thoughtful and evaluative analysis of the many forces and factors that affect teaching, learning, and schooling. The ultimate outcome of reflective practice and leadership is to be proactive in implementing educational

practices that are equitable, meaningful, and relevant for student and societal welfare. Developing your capacity for reflective thought and action is a core outcome of this course.

### **Diversity**

Ours is a diverse nation founded upon the protection of rights and liberties of all. Over time, we as a nation have come to realize that every individual is unique and of value, regardless of their race, ethnicity, social economic status, gender, sexual orientation, religion, language, disabilities, and geography. Schooling, especially public schooling, has and continues to have a central role in educating our nation's citizens for life in this diverse and pluralistic society. Choosing to teach in public schools means accepting the moral and ethical responsibilities inherent in building a strong democratic society. In this course, you will have many opportunities to examine your beliefs regarding diversity and the challenges of providing equitable and fair educational opportunities for all.

### **Campus Policies**

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

*Simply giving a citation after text, without writing it in your own words, is considered plagiarism.*

**Students with disabilities statement:** If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with Sara Flanagan ([sara.flanagan@maine.edu](mailto:sara.flanagan@maine.edu)) privately as soon as possible.

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

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

case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

### **Sexual Discrimination Reporting**

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

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

*For confidential resources on campus:* Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000. *For confidential resources off campus:* Rape Response Services: 1-800-871-7741 or 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/>



***Tentative Schedule of Topics and Core Readings***

- Course topics will alternate between and integrate professional writing (e.g., APA style, research related topics, writing tasks) and critical issues in special education.
- The schedule below lists the tentative topics and readings. It might be necessary to adjust topics and readings in response to needs and class interests. Only assignments for the critical issues final paper are listed below. The weekly overview for each week will include any additional assignments and/or online discussions.
- Work for each topic will typically be posted on Blackboard Monday morning by 9 AM. Assignments will typically be due by Sunday at 11:59 PM. Initial (first) discussions will usually be due by Wednesday at 11:59 PM. Discussions will typically end by Sunday at 11:59 PM, although some discussions may take place over a longer period of time.
- Readings in our text are listed for each topic. For many topics, you will also need to access online resources (other readings, websites, videos, PowerPoint presentations). These resources will be posted on Blackboard in the current weekly folder for each topic.

Week of	Topic	Readings*	Critical Issues Final Paper Due Dates^
Jan. 21	Course overview  Professional Writing: Teaching philosophy  Critical Issues: What is special education? Who are students with disabilities? ( <i>Embedded APA: In-text citations</i> )	See Blackboard   APA manual	
Jan. 27	Professional Writing: What is a literature review?  Reading research and finding and summarizing a research article ( <i>Embedded APA: Using quotes</i> )  Critical Issues: Issues with special education identification	Chapter 1  Chapters 2 and 4 (skim); APA manual  See Blackboard	
Feb. 3	Professional Writing: Special education research: Single-case research, quality indicators  Selecting a topic for your paper  APA: Reference page  Critical Issues: None	See Blackboard  Chapter 3  Chapter 13 and APA manual	Zoom office hours TBA (drop-in meeting)  Critical issues paper introduced  Select topic (draft)

Feb. 10	Professional Writing: Special education research: Quantitate and qualitative research Quality indicators for research  APA: Formatting  Critical Issues: None	Chapters 6 and 7; See Blackboard  APA manual	Zoom office hours TBA (drop-in meeting)  Topic update
Feb. 17	Professional Writing: APA: Reference page and formatting review/wrap-up (tentative) Summarizing an article (writing an annotation)  Critical Issues: Evaluating information: Evidence-based practices and the What Works Clearinghouse vs pseudoscience in special education	See Blackboard	Article summary on paper topic
Feb. 24	Professional Writing: Summarizing an article (writing an annotation)  Critical Issues: Conclude pseudoscience	Chapter 5; review Chapters 6-7 and single-case readings as needed	Two article summaries on paper topic
March 2	Professional Writing: Summarizing an article (writing an annotation)  Critical Issues: Legal issues in special education, ongoing legislation	See Blackboard	Two article summaries on paper topic
March 9	Professional Writing: Organizing information and finding additional information to support your paper topic  Critical Issues: Teacher shortages and needs in special education	Chapter 8, review previous chapters as needed  See Blackboard	Article chart
March 16	UMaine Spring Break—no new topic		Re-submit article chart for feedback
March 23	Professional Writing: Synthesizing information  Critical Issues: Social emotional learning	Chapter 9  See Blackboard	

April 6	Professional Writing: Developing a funnel and outline  Critical Issues: Restraint and seclusion	Chapters 9 and 10  See Blackboard	Zoom office hours TBA (drop-in meeting)  Outline
April 13	Professional Writing: Draft paper Update teaching philosophy  Critical Issues: TBA		Draft of paper (first 2-3 pages of text minimum)
April 20	Professional Writing: Draft paper (no other assignment/readings)  Critical Issues: None	Chapter 10 (review), Chapters 11 and 12	Zoom office hours TBA (drop-in meeting)  Updated paper draft
April 27	Professional Writing: Draft paper (no other assignment/readings)  Critical Issues: None	Chapters 10-12 (review)	Peer review
May 4	<i>Critical issues paper due to Blackboard (product and paper) by Wednesday, May 6<sup>th</sup> at 11:59 PM</i>		

*\*See the Weekly Folders for additional required and supplementary readings and resources.*

*Readings listed above are from the literature review textbook.*

*^See Blackboard for weekly assignments.*

## *Tentative Critical Issues Paper Rubric*

### General Guidelines

- Topic of your choice related to a critical issue in special education
- APA style (1-inch margins, double spaced, 12-point Times New Roman font)
- Minimum of 6-8 pages (maximum of 15 pages) of content in your own words with in-text citations; other pages required: title page, abstract, references, reflection
  - You must have meaningful content on at least 90% of the 6th page to have it count as a page
  - You must include in-text citations to receive full credit and have each in the Reference page
  - You cannot receive full credit on the content of the paper or overall presentation of the paper sections
  - without meeting the page limit
  - You may include tables and figures, but these do not count towards the page requirements o No more than 40 total quoted words with appropriate in-text citations
- Minimum of 8 peer-reviewed (journals) references; you may cite textbooks or other books, websites, dissertations, and other resources, but these are in addition to the journal articles.
- Product to share with classmates (see below)
- Paper and product will be weighted to equal 30% of your total course grade

### Paper (105 points)

Item	Excellent (item included and accurate)	Sufficient (item incomplete, some missing or inaccurate information)	Needs Improvement (item completely not included or inaccurate)
Introduces topic: Clearly introduces the topic and provides any needed background information (e.g., states why the topic is important, any needed background information)	10	5	1 0
Content: Clearly written, synthesizes the information (not written study by study), follows the “funnel” with all key information included	55	27.5	1 0
Conclusion: Clearly summarizes main points of the paper in a way appropriate for your paper (e.g., “call to action,” implementation strategies on your topic)	5	2.5	1 0
Title page	2		0
Abstract (100 to 120 word summary of your paper on a separate page)	3		0
Reference page: Minimum of 8 peer-reviewed references in APA style	10	5 (6-7 references)	0 (5 or less)
Overall format and presentation: Professionally written, APA style, formatting, grammar, flow, organization	15	7.5	0
Reflection (1-2 paragraphs): What you learned about the process of finding and evaluating information, how you might apply the “lessons learned” about research/finding information to your current or future practice	5		0

*Total for paper: 105*

**Product (15 points):** You will create a product of your choice to share the information in your paper with your classmates (or, current or future colleagues). You will post this product (or, a link to it) to the discussion board at the end of the semester. It is up to you what you create—it can be a short video on your topic, infographic, summary sheet, Google doc with key information and links to resources, brochure that you might give a colleague on your topic, and so forth. You will be graded on the completeness and accuracy of the product. Be creative!



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES**

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

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

College of Education and Human Development - SED  
GRADUATE PROGRAM/UNIT  
COURSE DESIGNATOR SED COURSE NUMBER 620 EFFECTIVE SEMESTER Summer 2020  
COURSE TITLE SED 620: Critical and creative thinking and panel review

**REQUESTED ACTION**

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

- New Course
- New Course with Electronic Learning
- Experimental

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

- Designator Change
- Description Change
- Cross Listing (must be at least 400-level)<sup>1</sup>
- Number Change
- Prerequisite Change
- Other (specify) \_\_\_\_\_
- Title Change
- Credit Change

**ELIMINATION:**

- Course Elimination

**ENDORSEMENTS**

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

Leader, Initiating Department/Unit(s)

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

 Sandra Caron 12/17/2019

College Dean(s)  
 1-21-20  
Graduate School (sign and date)

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

## SECTION 2 (FOR COURSE MODIFICATIONS)

Current catalog description (include designator, number, title, prerequisites, credit hours):

SED 620: Practicum in special education. Supervised practice to develop and apply advanced professional skills for certified special education or related services professionals. May be repeated for credit. 3 credits

Proposed catalog description (include designator, number, title, prerequisites, credit hours):

Explores critical and creative thinking, and how teachers can bring critical and creative thinking to the center of their curriculum and instruction. Approaches critical and creative thinking as skills that can improve through practice but remains mindful of the relationship between thinking skills and specific academic content. Contains both a portfolio requirement and a panel review. The portfolio that is submitted includes work products demonstrating the competencies specified in the Professional Standards for Teachers. The review panel is composed of School of Education faculty members, a partner-school special educator/administrator, and course instructor. Course can be repeated for credit. Graduate standing or permission by instructor. 3 credits.

Reason for course modification:

This final course in the master's program is much more than the current title reflects. Content is delivered and students meet regularly - this is not an individualized course.

## SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination

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



J. Michael Weber <michael.weber@maine.edu>

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## Follow-up on MBA Concentration in Healthcare....

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**Erika Ziller** <erika.ziller@maine.edu>

Tue, Apr 14, 2020 at 2:01 PM

To: "J. Michael Weber" <michael.weber@maine.edu>

Cc: Michelle Cormier <michelle.m.cormier@maine.edu>, Joanne Williams <joanne.williams@maine.edu>

Hi Michael,

I'm attaching back this draft with a few comments after our last faculty meeting. You'll see that we also wonder about health care policy as a concentration because we only have one actual policy class in the repertoire (although American Health Systems has a policy component). Faculty wonder if the concentration could simply be health care or health care systems? Also, a few of the courses may not be relevant and/or offered by our program, so I've made note of this. If you'd really like to have the policy focus, we should talk to Yuseung to see if there's a way to include some other public policy courses.

Best,  
Erika

[Quoted text hidden]



**MBA - Healthcare Policy Concentration - revised 3-30-20\_ez.docx**

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## Memo

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**To:** Scott Delcourt, AVP for Graduate Studies  
**From:** Michael Weber, Dean of the Graduate School of Business  
**Date:** May 12, 2020  
**Subject:** MBA Concentration – Healthcare Systems

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The attached proposal provides details for an MBA Concentration in Healthcare Systems. The specific elements of the proposal include the following:

- Academic Program Alignment
- Admissions Requirements
- Completion Requirements
- Program Description
- Program Requirements
- Course Descriptions

These concentrations are being offered in collaboration with the Public Health Department, Muskie School of Public Service, University of Southern Maine.

The concentrations were approved:

1. GSB Graduate Curriculum and Learning Committee: 11/6/2019
2. MBS Faculty: 11/15/2019
3. Public Health Faculty: 4/14/2020

Attachments include:

1. Proposal
2. Signature page
3. Email approval from the Chair of Public Health.



## **Proposal – Healthcare Systems Concentration - MBA**

### **Academic Program Alignment**

1. Mission and Goals
  - a. The MBA Concentration in Healthcare Systems is being offered in partnership with the Muskie School of Public Service at the University of Southern Maine. We believe this program supports the mission and goals of the University of Maine, the Maine Business School, and the Muskie School of Public Service by preparing students for successful careers in Healthcare Systems through the development of applicable business skills and knowledge of healthcare systems. We believe this program will help improve the quality of life for Mainers by contributing to the professional workforce who will be responsible stewards of the business platforms that support the health systems within the State of Maine. This concentration is a good example of cross-disciplinary and cross-institutional academic program development.
2. Program Demand
  - a. The top jobs in Healthcare Systems include Project Manager, Compliance and Operations Manager, Care Coordinator, Healthcare Strategic Planning Analyst, and Group Practice Manager. There are currently 1006 Healthcare Systems oriented jobs listed in Maine on Glassdoor.com. The average salary for Healthcare Systems Professionals in Maine is \$77,000 according to Indeed.com
3. Program Resource Needs
  - a. The course sequence is already being delivered by The Muskie School of Public Service, but it would be ideal to convert the courses to online modality for greater student access. It is the role of the University of Maine Graduate and Professional Center to assist in this endeavor.
4. Delivery Modalities
  - a. The Muskie School of Public Service currently delivers the course sequence via a combination of on-campus courses and online courses. We are hoping to convert more courses to online delivery, with the support of the University of Maine Graduate and Professional Center, to enable course access to a larger population students.

### **Description**

The MBA concentration in Healthcare Systems addresses the growing demand for health care professionals with management skill sets. The concentration in Healthcare Systems provides MBA students with a broad understanding of the American health care system, the public and private financing structures attendant to the massive investment in this sector, the policy and social context of health and healthcare, and the challenges and opportunities awaiting those working in or preparing for careers in the health field. This is a 12-credit concentration, including BUA 626 and 9 credit hours of Healthcare Systems courses. The total credits for the MBA, with a concentration in Healthcare Systems, is 33 credit hours.

## Requirements

Completion of MBA Foundations and/or Tutorials

Completion of MBA Core (24 credit hours), including MBA 626 Management of Contemporary Organizations

Completion of 9 credit hours of Healthcare Systems courses, offered by The Muskie School of Public Service:

- **Required courses:**
  - MPH 525 American Health Care System
  
- **Electives (choose two):**
  - MPH 565 Social and Behavioral Foundations of Public Health
  - MPH 580 Health Literacy
  - MPH 635 Health Law & Ethics
  - MPH 660 Health Policy
  - MPH 665 Health Economics
  - MPH 670 Quality Improvement
  - MPH 683 Patient Safety

## Brief Course Descriptions

### **MPH 525 American Health Care System**

American Health Systems introduces students to the organization, financing, and management of the American health care and public health systems, and the dynamic changes that are affecting health organizations as a result of market-based and policy forces. Students develop an understanding of: (1) the evolution and key components of health care delivery and public health systems, (2) how organizations and systems are financed, regulated, and managed in a dynamic market and policy environment, (3) the nature of, consequences of, and potential strategies for addressing cost, quality and access challenges, and (4) the evolving role of population health and public health principles in health care organizations.

### **MPH 565 Social and Behavioral Health**

The goal of this course is to provide students with an overview of the social and behavioral determinants of health including a review of epidemiological data. The course addresses several prominent theories, models and frameworks used to help design, implement, and evaluate public health interventions. The application of models, theories and frameworks to specific public health efforts will be discussed. This course will help prepare students to review and synthesize public health literature, apply theory-driven approaches, and incorporate evidence and tools to inform public health practice.

### **MPH 580 Health Literacy and Communication**

This online course provides students with knowledge, skills, and attitudes to recognize and improve health communications in public health, healthcare, and social service settings. Topics covered in the course include: patient-centered environments, health numeracy, oral health literacy, medical interpretation, informed consent, culture of safety and quality, adaptation of written health education materials and other written communication, cultural competence, effective communication, and the use of social media and web sites to advance health literacy. Students participate in field-based learning exercises and a workshop session with community partners in order to build and practice health literacy skills.

### **MPH 635 Health Law and Ethics**

The course examines the complexities and relationships of common law and federal and state statutes, rules and administrative actions, as well as the powerful influences of politics, ethics and non-governmental forces that inform and influence contractual and legal relationships in the health law field. We will explore legal and ethical issues that permeate the public and private health care systems and also touch on economic issues that affect policies and laws. Students will scrutinize ethical and legal issues in health practice, administration and research, and analyze functions and interactions between courts, legislators and regulators. This course explores the inherent tension between promoting the public health and protecting the legal and ethical rights and interests of individuals.

### **MPH 660 Health Policy**

Students gain an understanding of the political dynamics of health policy making and develop practical skills in policy analysis, policy communication, and health care public/public health advocacy. The course uses analytic models, case studies, guest speakers, readings, group discussion, and mock legislative testimony to promote a practical understanding of how ideas succeed—and fail—to become laws and regulations.

### **MPH 665 Health Economics**

The first part of this course (economics and public policy foundation) introduces the student to the basic concepts and analytical tools of microeconomics and demonstrates the use of these concepts in analysis of public policy problems and designing appropriate responses. The second part of this course, the health economics module, applies these concepts and tools to understand health care drivers, the demand for and supply of health care and the role that markets and government play in resource allocation within our health care and public health systems.

### **MPH 670 Quality Improvement**

The purpose of this course is to introduce students to the principles and practice of quality improvement as implemented by providers of health care, systems of care, community health and public health agencies. Course content focuses on describing, measuring, improving, and evaluating the quality and safety of health services for consumers and populations. Students develop competencies in identifying opportunities for quality improvement, selecting and using quality improvement tools and methods, and presenting their work in a professional context.

*Proposal for new graduate certificate program in:*

## **Environmental and Rural Health**

*a. A statement of the educational objectives of the program;*

With an average population density of about 43 individuals per square mile, Maine ranks 40<sup>th</sup> in terms of state population density<sup>1</sup>. However, the majority of the population is concentrated in southern Maine with the five least populated Maine counties having a density of less than 20 residents per square mile<sup>2</sup>. Adequate health care accessibility, affordability and quality to individuals in our rural communities is of concern for Maine as it is in the entire country. We wish to partner with Northern Light Healthcare and select UMS campuses to offer a graduate certificate focusing on the environmental, epidemiological and economic determinants of health care needs and delivery within rural communities. There is a desire within this healthcare system to train physicians and allied health personal in all aspects of public health to enhance their academic mission and improve health care delivery to the rural communities they serve. The University of Maine has faculty and resources committed to nearly all aspects related to public health and is the recent recipient of a National Science Foundation Research Traineeship (NRT) for interdisciplinary study in *One Health and the Environment*. Offering such a program is expected to increase research collaborations with both Northern Light Healthcare and St. Joseph's Healthcare as well as the visibility of the University of Maine System within its region and state.

*b. A statement of the proposed course sequence associated with the certificate, including titles and course descriptions both for existing courses and any new courses that may be developed;*

The proposed graduate certificate in environmental and rural health totals 15 credits and is designed to be completed in one year (12 months). No new courses are needed to initiate the program. Instead the certificate will be comprised of courses to be offered through UMaine's NRT project in *One Health and the Environment* as well as health-related courses in a number of existing graduate programs at the University of Maine.

Two new courses will be developed as core courses in this certificate program: a course in biostatistics and a course entitled *One Health and the Environment* that will also be a required course for the University of Maine's NRT project with the same name. Depending on their academic backgrounds and specific professional and occupational needs, students will choose 3

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<sup>1</sup> <https://www.census.gov/data/tables/2010/dec/density-data-text.html>

<sup>2</sup> <http://www.usa.com/rank/maine-state--population-density--county-rank.htm>

elective courses from the general areas of scientific and clinical theory and application, rural health, and environmental and health care policy and communication (see appendix A).

*c. A statement of how the proposed course sequences associated with the certificate will meet the stated educational objectives:*

The certificate will include both a core curriculum as well as electives that will allow students to specialize in specific areas related to environmental and rural health. The core curriculum will be offered yearly, and the elective courses will be offered at a minimum of every two years. Courses that might be included as electives for the certificate will be reviewed and approved by the program steering committee. While discussions have not yet taken place, some relationship between the proposed certificate and USM's MPH program may be possible.

*d. A statement of the need for the proposed program and the basis for such a need, supported by either externally or internally derived data:*

The unique need for a program on the University of Maine campus centers around our proximity to rural northern and coastal communities and a strong alignment with Northern Light Healthcare which is the major provider serving Maine's rural communities. This need is reflected in reports generated from *Burning Glass* that indicate that there is a growing need for employees in diverse professions in both Maine and northern New England with a specific background in the environmental and life sciences. Furthermore, environmental and biological concerns centered on health care delivery in rural communities make such a degree extremely desirable with average annual salaries of \$80,203 (*Burning Glass*) in Maine, well above the median income.

*E. The names of at least 2 Graduate Faculty members associated with or contributing to the certificate program, either by teaching one or more of the courses associated with the program or participating in the design of the course sequence.*

**Dedicated faculty:**

Craig Mason, Professor of Education and Applied Quantitative Methods

Kelley Strout, Associate Professor of Nursing, and Interim Director, School of Nursing

Mario Teisl, Professor of Agricultural and Resource Economics and Director of the School of Economics, University of Maine

**Steering Committee:**

Scott Delcourt, Associate Vice President for Graduate Studies

David Harder, University Research Professor of Medicine, University of Maine

Craig Mason, Professor of Education and Applied Quantitative Methods

Kelley Strout, Associate Professor of Nursing, and Interim Director, School of Nursing

Mario Teisl, Professor of Agricultural and Resource Economics and Director of the School of Economics, University of Maine

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## Appendix A: Selected University of Maine Courses in Environmental and Rural Health

### Scientific and Clinical Theory and Application:

#### **BIO 405 - Medical Laboratory Methods of Infectious Disease**

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Examines the medically important parasites causing human infection, associated epidemiology and current laboratory methods employed for diagnosis. The major groups of pathogenic fungi are also discussed, including laboratory procedures for detection and identification. Applications of immunochemical and molecular methods used to diagnose or monitor a variety of infectious disease processes is emphasized. Lec 2, Lab 2.

**Prerequisites:** BMB 300/BMB 305, BMB 420/BMB 421 suggested. Clinical Laboratory Science majors or Medical Laboratory Science majors only or permission.

**Credits:** 3

#### **AVS 437 - Animal Diseases**

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Introduction to the study of disease in animals, including the causes, pathology and control of diseases of domestic animals. Lec 3.

**Prerequisites:** BIO 377 or permission.

**Credits:** 3

#### **AVS 477/577 - Zoonoses and Animal Health**

---

This course focuses on the ecology, evolution and epidemiology of infectious diseases from a One Health perspective that considers wild and domestic animals, public health and ecosystem health. Core biological principles as well as ecological and social issues will be explored. The historical and contemporary literature in disease ecology and evolution as it relates to animal health will be reviewed, with an emphasis placed on wildlife and livestock diseases. Additional topics covered include the factors driving heterogeneity in disease transmission in animal populations, the ecology of disease spillover in wildlife and livestock, host-pathogen evolution, antibiotic resistance, and animal disease management strategies.

AVS 477 and AVS 577 cannot both be taken for credit.

**Prerequisites & Notes** Graduate standing for AVS 577.

**Credits:** 3

#### **BIO 431 - Emerging Infectious Diseases**

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Recent decades have seen a sharp increase in infectious diseases new to humans (e.g., SARS, HIV/AIDS, Zika virus), accompanied by a resurgence of older diseases (e.g., tuberculosis, malaria) as new threats. At the same time, the “golden age” of belief that the war against infectious disease has been won by antibiotics is rapidly fading as pathogens evolve resistance to

drug therapies. Emerging and re-emerging infectious diseases (EIDs) greatly concern the scientific, medical, and public health communities and the general public, are inextricably linked to global politics and socio-economic conditions, and arouse controversy, fear, and blame. The goal of this course is to understand EIDs and realistically evaluate the threat to human well-being posed by infectious disease in modern society. Lec 3. Lab 3

**Prerequisites:** Junior Standing and BIO 200 or BIO 208

**Credits:** 4

### **BIO 455/555 - Biological Invasions**

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Analysis of mechanisms behind species establishment in new areas, their impact on native ecology, theoretical bases of invasion-related phenomena, and economic and sociopolitical costs inflicted by exotic species. (Note: BIO 455 and BIO 555 cannot both be taken for degree credit).

**Prerequisites & Notes**

graduate standing and permission of the instructor.

**Credits:** 3

### **CIE 534 - Environmental Microbiology**

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Fundamentals of microbiology and biochemistry as related to natural and engineered treatment processes; microbial ecology, physiology, metabolism and genetics; energetics and kinetics of microbial growth; public health microbiology; introduction to pollution microbiology. (0.0 ED/3.0 ES.) Lec 3. (Fall.)

**Prerequisites & Notes:** CIE 331 or permission of the instructor.

**Credits:** 3

3

### **FSN 438/528 - Food Microbiology**

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Examines the importance of microorganisms in food processing, spoilage, and preservation; the role of microorganisms in fermentation and production of protein, enzymes, and other products; food as a vehicle of infection and intoxication. FSN 438 and 528 cannot both be taken for credit.

**Prerequisites & Notes**

Prerequisites: BMB 300

**Credits:** 3

### **NUR 507 - Advanced Pathophysiology**

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Advanced study of normal and abnormal human physiology with a focus on the physiological, genetic and biochemical basis of human disease. Provides a framework for nurses to understand and integrate clinical findings, diagnostic and therapeutic regimens.

**Prerequisites & Notes:**

permission.

**Credits:** 3



## **SMS 552 - Coupled Natural and Human Systems**

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This is a strongly interdisciplinary course concerned with the intersection between natural and social systems and is a basic introduction to complex adaptive systems. It addresses the question of how we can use our new understanding of complex systems to better adapt human behavior to the natural environment.

### **Prerequisites & Notes**

Permission.

**Credits:** 3

## **Rural Health:**

### **GRN 503 - Health Policy Issues of an Aging Population**

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This course focuses on the social, economic, and health challenges confronting our society with regard to the aging of the population from policy and program planning perspectives. Students will examine and critically analyze current social and health care policies and trends and resultant service delivery systems as they impact families generally, and older adults specifically. This course will consider the historical context out of which the current aging infrastructure has evolved. An appreciation for the role policy plays in enacting health care practice and the reciprocal role that health care practice plays in informing policy will be major points of emphasis. Policies to be considered that impact on older adults and their families include but are not limited to the Older Americans Act, Medicare, Medicaid, OASDHI (i.e.m Social Security), the Age Discrimination in Employment Act, and the Affordable Health Care Act. These policies will be examined in the context of a scarce resource environment, special interest group politics, and matters of equity, social justice, and fairness. Learning will underscore the importance of student competencies in promoting the effective and humane operating of health and human services systems that provide resources and care to older people and their families as well as contributing to the development and improvement of social and health policies that support persons throughout the life span.

### **Prerequisites & Notes**

GRN 500 (Opportunities and Challenges of Aging)

**Credits:** 3

## **NUR 415 - Socio-Cultural Issues in Health and Health Care**

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This course explores social and cultural influences on health and illness. Cultural diversity, cultural competence, social determinants of health, health disparities, and health literacy will be topics covered.

**Prerequisites:** Nursing Major

**Corequisites:** NUR 301, 302, 316. Non-nursing by department consent

**Credits:** 3

## **NUR 452 - Community and Population Health**

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Introduces students to the concepts and principles of community health care. Students will gain knowledge about primary, secondary, tertiary prevention, public health frameworks, policy, health determinants, and epidemiology. Students will develop evidence-based, population-focused interventions about current public and community health issues. Students perform population and community assessments and interventions as well as engage in extensive service learning.

**Prerequisites:** Nursing major, minimum grade of C in NUR 334, NUR 335, NUR 340 and NUR 341

**Corequisites:** NUR 453

**Credits:** 3

## **NUR 502 - Families in Health and Illness**

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Theories of family structure and functioning, social issues affecting contemporary American families, and health-related research provide the framework for systematic assessment of family health needs and for development of nursing interventions. Provision of primary health care for families in rural communities will be emphasized. One-half of class time is spent in the classroom and one-half is conducted via WebCT for asynchronous online learning.

**Prerequisites & Notes:** Graduate standing or permission.

**Credits:** 3

## **NUR 693 - Ethical Inquiry in Health Care**

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The influence of philosophical, cultural, ethical, legal, economic and political systems upon health care will provide the framework for examining contemporary issues. The process of ethical reasoning and analysis will be used with selected clinical cases to systematically examine ethical distress and ethical dilemmas.

**Prerequisites & Notes**

Graduate standing or permission of instructor.

**Credits:** 3

## **SFR 479 - Environmental Attitudes and Behaviors**

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Explores the relationship between human behavior and the natural environment through a variety of social and environmental psychology constructs including: intrinsic and instrumental values, beliefs, attitudes, perceptions of control, and social norms.

**Credits:** 3

## **Environmental and Health Care Policy and Communication:**

### **CMJ 404 - Risk Communication**

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Course emphasizing applying and comparing/contrasting theories and concepts of risk communication, using several case studies of recent environmental, health, and science-related risk issues. Not open to first year students.

**Prerequisites:** 3 credits in CMJ and Sophomore standing.

**Credits:** 3

### **CMJ 407 - Environmental Communication**

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Study and create effective communication about, for, and with the environment. Use a service learning model to create projects that connect communication theory and practice with complex social and environmental problems in communities.

**Prerequisites:** 3 credit hours in CMJ

**Credits:** 3

### **CMJ 420 - SL: Health Communication**

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Theories and topics include multicultural health, doctor-patient communication, medical ethics, death & dying, support groups, and humor and positive communication in relationships. Students will learn about a variety of health communication topics and apply those topics to their own lives and their communities.

**Prerequisites:** Junior or Senior standing.

**Credits:** 3

### **CMJ 425 - SL: Health Campaigns**

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This is an online service-learning course that introduces students to the theory, design and implementation of health campaigns. Students will obtain practical, real-world experience working in groups with a community partner on a health campaign, helping to meet a community health need.

**Prerequisites:** Junior or senior standing.

**Credits:** 3

### **CMJ 580 - Environmental Communication**

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This course provides an introduction to research and practice in the field of Environmental Communication. Through readings, discussion, and active learning approaches, this course examines how communication shapes our collective understanding and decision making about environmental change. We explore diverse environmental communication perspectives and topics, including environmental rhetoric, collaboration and public participation in natural resource issues, news media and environmental journalism, and social and environmental justice.

**Prerequisites & Notes**

None

**Credits:** 3

### **CMJ 610 - Seminar in Risk Communication**

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Examines social scientific theories and concepts relevant to risk communication, including risk perception, strategic communication, media effects, public engagement, and judgment and decision-making. Includes relating course content to case studies of recent environmental, health, and science-related risk issues.

**Prerequisites & Notes: Permission**

**Credits:** 3

### **ECO 442 - Health Economics**

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This course surveys major topics in health economics including: the economic determinants of health; the market for health care and insurance; the role of government. We focus on the health system in the United States with comparisons to other countries, as well as health system reform. We also consider special topics including: the health endowment; business cycles and health; socio-economic gradients in health; health externalities; health behaviors and outcomes.

**Prerequisites:** C- or better in ECO 120 or permission.

**Credits:** 3

### **FSN 436 - Food Law**

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Examination and discussion of federal and state laws and regulations applying to the processing, handling, distribution and serving of food products.

**Credits:** 3

## **FSN 517 - Food Safety and Quality Control**

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Concepts of food safety, practices and tools for quality assurance. General principles and methods for the detection of additives, contaminants, and hazardous residues in foods. Introduction to analyzing risk factors associated with physical, chemical and microbial changes in food during processing and preservation.

### **Prerequisites & Notes**

FSN 330 or Permission.

**Credits:** 3

## **NUR 644 - Healthcare Leadership and Management**

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This course presents information about leadership and management within the dynamic environment of healthcare and offers students the opportunity to explore key concepts critical to successful healthcare leadership and management. Students examine how leadership/management models/approaches influence outcomes within the direct care environment as well as more broader environments such as the clinical team, department, professional workload, organization, community and their profession. Through case studies, online discussion groups, literature review, and self-assessment/reflection, this course helps to better prepare students for their leadership role as a healthcare professional.

### **Prerequisites & Notes**

graduate standing in the School of Nursing, Communication Sciences and Disorders, Kinesiology and Physical Education, Food Science and Human Nutrition, and Social Work or instructor permission.

**Credits:** 3

## **NUR 694 - Health Policy, Politics and Practice**

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Introduces students to health policies and political activities and their impact on health care and health care management systems, interweaving sociopolitical and ethical frameworks. Students examine the changing content of health care and critically evaluate the process of policy development, including the political role of health professionals and the fiscal impact of policy change.

**Prerequisites & Notes:** Graduate student in nursing or permission.

**Credits:** 3

## **SMS/ANT 555 - Resource Management in Cross-cultural Perspective**

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Examines the institutions used to reduce risk and uncertainty in selected societies dependent on renewable resources. Emphasis on fishing societies around the world with some discussion of the utilization of forests and rangeland by different societies. Studies the governance structures used to manage common pool resources including state systems, local level management systems and co-management systems. This course is identical to SMS 555.

**Prerequisites & Notes**

Senior or graduate standing or permission.

**Credits:** 3

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**SMS 567 - Knowledge and Participation in the Science Policy Process**

Environmental policy decisions should be based on the best available information, while at the same time allowing for public input. Stakeholder engagement in science and management is increasingly promoted to improve policy-making outcomes. This seminar examines these two dimensions of the science policy process: how knowledge is produced and used in decision-making and the role of non-experts, including stakeholders, in this process. Through readings of the literature and case studies in marine policy, the course will explore topics such as the social construction of scientific knowledge, the role of science and scientists in policy-making, public understanding of science, non-expert participation in science and policy, and local ecological knowledge and other forms of expertise.

**Prerequisites & Notes**

Graduate student standing or permission.

**Credits:** 3

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**WLE 461 - Human Dimensions of Fisheries and Wildlife Conservation**

This course is a mix of lectures, invited presentations, hands-on group activities, and peer to peer exercises that provide students with the theoretical knowledge and practical skills necessary to effectively engage and communicate with diverse stakeholders in collaborative management. The course covers such topics as governance of wildlife, sense of place and community, trust and capacity development, wildlife management as a systems process, collective behavior, engagement of stakeholders, collaborative planning and decision-making, adaptive management and adaptive impact management, identity-based conflict resolution, communication planning, and human dimensions research methodology. Participating in one Saturday or Sunday workshop (TBD) is required. Course may have field trips during class times.

**Prerequisites:** Junior, Senior or Graduate Standing

**Credits:** 3



## **Proposal for a Four Plus One Master's Degree (BA/BS/MEd) Double Up program with Special Education**

The Special Education graduate program integrates research with practice, supports students as social advocates, and advances education, community, and research to enhance the quality of life for persons with disabilities and their families. Our online program is a flexible option and provides a foundation for education within a variety of settings, including business, educational and research centers, and national and state agencies. Students will analyze current teaching strategies and evidence-based practices, learning and mentoring methods, and examine critical issues in special education. The special education graduate program will expand career options and help to bring positive change to the education system.

The Special Education program offers students throughout the University of Maine system the opportunity to earn a Bachelor's degree in a student's focus area and a Master's degree (MEd) in Special Education at the University of Maine, Orono in five combined years of study (the Four Plus One option, an accelerated MEd program).

A primary advantage to pursuing the accelerated MEd program is that the student may count nine graduate course credits completed during their undergraduate senior year toward both the undergraduate and graduate degrees. The cost of earning the MEd degree is reduced because students pay undergraduate tuition for the nine credits completed during their senior year.

The Four Plus One option is a highly selective program. The program is designed as a non-thesis, project based, MEd degree. The Special Education graduate program integrates research with practice, supports students as social advocates, and advances education, community, and research to enhance the quality of life for persons with disabilities and their families. The special education online master's program is a flexible option and provides a foundation for education within a variety of settings, including business, educational and research centers, and national and state agencies. Students will analyze current teaching strategies and evidence-based practices, learning and mentoring methods, and examine critical issues in special education. The special education graduate program will expand career options and bring positive change to the education system.

## Core Program Requirements:

Students enrolled in the Four Plus One option earn a bachelor's degree at the end of their senior year and graduate with their class. In the Four Plus One option, the MEd is earned after the fifth year, through the combined graduate work completed in their undergraduate senior year and in the one additional graduate-level year (15 months).

During the senior year, which serves as a bridge year between the undergraduate and graduate programs, students may enroll in 9 credits of graduate-level course credits at the 500-level or above that count toward both degrees. Students must earn a grade of "B" or better to be counted toward the MEd degree. Over the course of earning the MEd degree, students are permitted a maximum of two 400-level courses in their field or concentration.

## Four Plus One Coursework and Project:

Students must complete 33 credit hours of course work for the graduate degree. At least 24 credit hours must be taken at the graduate level. Special education faculty will work closely with the student and the student's undergraduate advisor to select courses that will support a student's interests and career path. The Special Education program offers multiple options for coursework, providing students pathways that will enhance their understanding, awareness and acceptance of individuals with disabilities

## Four Plus One Example Schedule

*(Advisors will work with the student to design an optimal program.)* (All SED courses are offered online.)

Example Undergraduate Senior Year - 9 credits

*To be determined when a student applies to the Four Plus One, 9 credits may also be considered from the undergraduate program to be accepted as electives into the master's program.*

Fall: SED 500 Adapting instruction for students with disabilities

Spring: SED 564 Universal design for learning and assistive technology

Summer: Elective from student's undergraduate program aligned to the Four Plus One program

Example Graduate Year (the Plus One Year) – 24 credits

(program will be designed with student to promote interests and career paths)

Semester	Course ID	Title
Fall		
	SED 505	Diversity in development
	SED 532	Behavior management and intervention



	SED 543	Program planning and access
Spring		
	SED 544	Math methods
	SED 546	Writing interventions
	SED 520	Law and policy in special education
Summer		
	SED 566	Executive functioning
	SED 620	Critical and creative thinking with panel review (project-based course)

**Admission:**

Students apply for the Four Plus One during their junior year (at least 60 but no more than 100 completed credit hours applicable towards the undergraduate degree). Student must have an undergraduate GPA of 3.0 or higher. Deborah Rooks-Ellis will be the point of contact for the Four Plus One program.

The application deadline is February 1. Students complete the Four Plus One application (currently on file with UMaine Online and used for the Four Plus One special education program with UMM). Students will submit the application directly to the program point of contact rather than to the Graduate School. The Special Education Program Admission Committee will make admissions decisions no later than March 1.

Please note that admission to the Four Plus One option includes provisional admission to the Graduate School. **Formal application for admission to the MEd program (including payment of the application fee) must be made through the Graduate School and should occur no later than spring of the senior year.** The GRE requirement is not required for students in the Four Plus One option in special education. Also note that students must maintain a 3.0 GPA or higher through the completion of the undergraduate degree in order to gain full admission to the accelerated MEd program and be allowed to double count credits.

Students who meet the above requirements must matriculate in the MEd program within three months after receiving their undergraduate degree in order to apply the double-counted credits towards the MEd degree. Students in the Four Plus One option must complete the MEd curriculum within 15 months of matriculation. Under extraordinary circumstances, a student may petition to delay matriculation up to an additional 12 months.

**Tuition:**

Undergraduate tuition is charged for all graduate courses taken in the senior year. Graduate tuition will be charged for courses taken after matriculation into the MEd program.

**Approximate Timeline:****Junior Year**

Fall Semester – contact Deborah Rooks-Ellis, graduate advisor for the Four Plus One program in special education, to discuss interests and plan of study for senior year

February 1 – application submitted to the Graduate Advisor in special education, 5766 Shibles Hall, room 306 or by email: [deborah.l.rooks@maine.edu](mailto:deborah.l.rooks@maine.edu)

March 1 – decision on admission made and the names of all admitted Four Plus One students submitted to the Graduate School.

May 1 – register for classes and complete program of study with Graduate Advisor.

**Senior Year (in 4+1 option)**

Summer prior to Senior Year – SED faculty will work with student's undergraduate program advisor and the student to design an optimal program for the Four Plus One, including consideration of electives that would be accepted into the master's program.

Fall Semester – Sign up for agreed upon SED or undergraduate elective course

Spring Semester – Sign up for agreed upon SED or undergraduate elective course

Summer Semester – Sign up for agreed upon SED or undergraduate elective course

**Application Procedure:**

This program is highly selective. Students must have a cumulative GPA of at least 3.0 to be admitted and must maintain that GPA through graduation in order to apply the graduate-level course credit earned as an undergraduate towards the MEd degree. The program is only open to all current University of Maine System undergraduates.

**Application Requirements:**

1. A statement of purpose. This statement should discuss anything that might be relevant to an admissions decision. This will be your opportunity to talk to the admissions committee directly. Ideally, your statement should address why you wish to be admitted to the accelerated MEd program, your preparation for the program and your future plans after receiving the MEd degree. This is also your opportunity to

discuss anything else you might need the admissions committee to know about you, but please keep your statement relevant to an admissions decision for a graduate research program. This statement should be no more than two single-spaced pages.

2. Two letters of recommendation. These letters must come from University of Maine System faculty or other education-related professionals from the State of Maine. These letters may be mailed or emailed directly to the program advisor or they can be included along with the application in a sealed envelope.
3. A resume.
4. A current University of Maine System transcript. Only a University of Maine System transcript is needed.

Deadline: Applications must be made by the beginning of second semester of the junior year.

**Application Address:**

Four Plus One Program in Special Education, 5766 Shibles Hall, room 306, University of Maine, Orono, ME 04469

**Admission Decisions:**

Admission decisions are made by the Special Education Graduate Review Committee. This is a highly selective program. The committee will carefully review all submitted materials to determine whether the applicant is likely to succeed in graduate-level coursework. The committee will pay special attention to the statement of purpose and letters of recommendation in making their admission decision.

**Submitted By:**

*Deborah L. Rooks-Ellis*

May 6, 2020

\_\_\_\_\_  
(Signatures of Person(s) Responsible for Program Plan) (Date)

**Approved By:**

\_\_\_\_\_  
(School of Learning and Teaching, Director)

\_\_\_\_\_  
(Dean of the College of Education and Human Development)



## **DRAFT Graduate Program Learning Outcomes**

May 7, 2020

### **Current Graduate School Mission Statement:**

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

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The University of Maine Graduate School prepares engaged scholars and professionals to make meaningful contributions to their communities of practice: research consortia, clinical practices, studios, workplaces, classrooms, and political collectives. As graduate students are key agents in helping to sustain an environment supportive of learning through teaching, collaborative inquiry, mentoring or demonstration, they are critical ambassadors for public higher education during their coursework and after graduation.

During and after graduate training, accordingly, the Graduate School's doctoral, masters, and professional-certifications degree programs will enable students to:

#### ***Understand, interpret, shape, and augment the knowledge base by***

- Contributing research, scholarship, creative work, and informed practice to our developing understanding of the social and material world;
- Staying abreast of methodological, pedagogical, and professional advances;
- Consuming research for continuing professional knowledge and practice; and
- Committing to professional development through engagement in professional societies and other knowledge-transfer modes.

#### ***Share disciplinary expertise openly, effectively, and accurately by***

- Accurately distilling and disseminating complex expertise to help solve problems;
- Responsibly integrating developing research consensus into professional best-practices;
- Working collaboratively across domains to develop new insights and effective practices;
- Responding with principled recommendations to emerging concerns that confront their communities of practice; and
- Respectfully observing (and where necessary, helping to shape) the communicative conventions of the community of practice.

#### ***Demonstrate responsible and ethical practice by***

- Attending to sustainability, responsiveness, and potential long-term implications when engaging local-global context and communities;

- Learning from and working respectfully with diverse cultural perspectives, knowledge-systems, and priorities;
- Giving and acting on productive feedback;
- Complying with best-practices in methodology and pedagogy and in making informed recommendations to employers, coworkers and the broader public; and
- Maintaining a critical awareness of structural inequities in their communities of practice and working to redress them.
- Assuring that context- and discipline-informed modes of inquiry are safe.

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