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

AGENDA

1. Review/approval of February 27, 2020 Graduate Board minutes

2. Review/approval of the March 3 and March 31 Graduate Curriculum Committee reports

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

4. Updates:

    - Commencement
    - ***Define Tomorrow*** initiative

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

    - Planning for summer and fall terms
    - Finding additional capacity in graduate programs

6. Review of program/curricular changes:

    - Proposed MBA concentrations in Food Technology Industry Management and in Human Nutrition Industry Management (attached)
    - Proposed Graduate Certificate in Try on Leadership (attached)
    - Substantive change proposal for Master of Music in Music Education (attached)
    - Proposed Graduate Certificate for Computing for Educators (attached)

7. Items arising

Graduate Board
Room 57, Stodder Hall
Thursday, February 27, 2020
3:00 pm – refreshments
3:15 pm - meeting
Minutes

Attending: P. Agrrawal, J.Ballinger, J. Bonnet, T. Bowden, S. Butler, S. Delcourt, D. Dryer, K. Evans, J. Fastook, W. Gramlich, N. Hall, Z.Jin, A. Karapurkar, H. Onsrud, A. Reeve, L. Rickard, C. Sponsarki, J. Stoll, Y. Zhu.

Guests: Mandy Barington and Ryan Weatherbee – Office of Institutional Research

Meeting called to order: 3:18PM

1. Review/approval of the January 30, 2020 Graduate Board minutes
   1 Revision – add Kristin Vekasi to attendance from 1/30/2020
   Andy Reeve abstained from vote
   Otherwise approved as noted.

2. Review/approval of the February 4, 2020 Curriculum Committee report
   New Courses:
   - EHD 545 – Education Theory
   - MEE541- Manufacturing and Testing of Composites

   Course Modifications:
   - NUR505- Nursing Research
   - PHY501- Mechanics
   - PHY502 – Electromagnetism 1
   - PHY512 – Statistical Mechanics

   Unanimous approval of Curriculum Committee report.

3. Announcements/updates:

- Prioritization of doctoral students in assistantship awards – goal is to have a ratio of 75% doctoral students to 25% master's students on Graduate School-held assistantships. This is consistent with the University's goal to increase the overall number of doctoral students to better support university research and to attain Carnegie Research I status

  Will Gramlich suggested that our stipends need to be more in line with other R1 institutions.

  Scott Delcourt agreed and mentioned that Claire Strickland continues to allocate more funds to stipends even in tough budget times.

  Yifeng asked about whether shared TA's should be doctoral students, and Scott mentioned that ensuring the 75/25 ratio would be a bit harder because students had to be qualified to teach in another unit, and programs such as mathematics do not have a doctoral degree

- Northeastern collaboration/Roux Institute – Roux announcement came out just before Grad Board last month. A delegation from the University went to visit Northeastern to tour the research facility in

Burlington, MA. Scott Delcourt attended the meeting and toured the campuses. Northeastern also visited UMaine a week later to discuss collaboration ideas. Artificial intelligence, Bioinformatics, Biotechnology, and Project Management.
Northeastern is looking for a place to rent in Portland. They have students already in the pipeline that plan to pursue their graduate degrees at the Roux Institute. There is work on an accelerated program between UMaine and NU that may result in a 4+1 or a 3+2 in bioinformatics or computer science. Jeff St.John is leading this project for UMaine.
Yifeng asked about Computer Science – comparing UMaine to Northeastern's Seattle Campus. It seems that their prerequisites are low in requirements.
Scott Delcourt mentioned that the focus of NU's program might be more focused on workforce needs and less on research. They will be very strong in experiential learning.
Currently, they overlap with UMaine in a minor way. The President wants to keep discussions open with Northeastern on possible collaborations.

- 2020 3MT Competition – S. Delcourt reported that 22 Grad Students had signed up – and very excited for the competition this year. Meeting once a week and providing coaching for participants – final competition will be the week after March break. First place winner will present at NAGS in Quebec in April, and others will present at the Student Symposium.

- Oral Exam Notice – we have seen very few notices come to the Graduate School and wish to receive these notices to place defenses on the Graduate School calendar. Providing a reminder (see GB packet for checklists for May and August) – Scott Delcourt went over the checklists and reminded Grad Board that forms are also available on the website.

- Symposium Judges are needed – April 17, 2020 – sign up here in google docs: https://forms.gle/zCJLRLiycdCNf4e97
  There are 9 categories to choose from for judging. UMSS has 32 signed up, **and needs approximately 300** judges. Volunteers may pick the time and the category they wish to judge. Faculty and Grad Students are eligible to be judges.

- Friday May 8, 2020 – Graduate School Commencement (all Master's, CAS, EdS, EdD, and PhD degree recipients) 4-6pm
  Deadline for students to register to attend is April 24, 2020.
  Important information and deadlines can be found: https://umaine.edu/graduate/grad-commencement/
  Faculty Attendance and Regalia order information: http://umaine.edu/commencement
  Volunteers are needed as well: https://umaine.edu/graduate/grad-commencement/volunteers/
  Tickets will **not be needed** for the event and guests will not be limited.
  Ceremony may run longer than usual due to the inclusion of the doctoral students.

- Upcoming Events: Professional Development Series - Graduate School Sponsored and many from our partners across campus.
  3/3- Thesis Formatting Workshop @ 12 Noon 57 Stodder Hall
  3/5- Mug Club- Publish or Perish @ 4pm in Library
  3/11- Mug Club- Diversity & Inclusion @ 4pm in Career Center, Union
  3/26- NSF Grant Introduction @ 12 Noon 57 Stodder (no flyer yet)
  3/31- Mind Spa Event @ 12 Noon in Union

4. Proposed MBA Concentration (Global Policy) - a collaboration with SPIA for an MBA with a focus in global policy issues. J. Ballinger stated that this will only available in Orono to start and gradually will move online as well. – Nancy Hall moved to approve.
   Unanimous vote to move forward with the MBA Concentration in Global Policy.

5. Progress on Graduate Program Learning Outcomes

Mandy Barrington and Ryan Weatherbee from the Office of Institutional Research and Assessment (OIRA) reported on the work that the Graduate Board Executive Committee and OIRA have down on developing graduate level program learning outcomes.

One goal was to look for common themes that might apply across all graduate disciplines.

Mandy discussed the brainstorming session with Executive Committee – 4 areas emerged.
Starting at the highest level with the Graduate School's mission statement, we brainstormed the following overarching characteristics or attributes of graduate education:

1. Demonstrate responsible and ethical practice
2. Communicate disciplinary expertise effectively and accurately
3. Understand and interpret and shape the knowledge base
4. Commit to teaching environment that supports learning through teaching, collaborative inquiry or demonstration.

Four main value groups emerged from the attributes, each with related components:

1. Understand and shape the knowledge base (Research/Creative Achievement)
2. Focus on learning environment (Teaching and Learning)
3. Develop engaged community members (Engagement/Service/Experiential Learning)
4. Ethical practice (Professionalism/Responsible Conduct of Research/Practice)

Relationship of learning outcomes to the Strategic Vision and Values (SVV) process. What is important to us as an organization? How we conduct ourselves? Under each of these four main themes can you see outcomes that relate to your disciplines?

S. Delcourt asked if anyone saw anything missing that we should also be considering. For example, how is experiential learning represented in different graduate programs? Provost's office is trying to collect and categorize all the versions of experiential learning that take place. What does this mean for each particular program? (research, clinical experiences, teaching practica, others?)

Andy Knightly asked if anything related to teaching and learning. Mandy discussed the communication bullet point as encompassing this via "communicate disciplinary expertise effectively and actively".

S. Delcourt stated that he would ask Monique LaRocque review to see if there are different things we should be incorporating that would encompass online learning.

S. Butler stated that Social Work is both online and on-campus and that they strive to make the programs as much the same as possible.

Carly Sponarski – stated that the engaged community can be before, during, and after the learning experience.

Keith Evans asked what community we were referring to.

Pank replied both the programs with the students, and the students with the programs…so that we are not operating in silos.

Monique suggested a revision in the values to "engaged community of learners"

The next step includes unpacking the values and related bullets and developing program learning outcomes statements with Ryan and Mandy's help.

Sandy Butler asked if they could use the learning outcomes that they have already developed for accreditation.

Nancy Hall asked a similar question. They currently have learning outcomes that are more student centered.

Many accredited graduate programs have already developed appropriate program learning outcomes.

Mandy ended with saying that this is the step that we are engaged in to describe the work we are doing at UMaine in graduate education – that will lead us to the appropriate program learning outcomes.

6. Strategic Vision and Values (SVV) – SVV document is included in the Grad Board Packet.

The Broad Goals in the SVV document:

Goal 1: We will support and grow Maine's economy through new discoveries and by building a workforce whose members are engaged in their communities and prepared for lifelong success.

Goal 2: We will continue to provide accessible and affordable education, research, and service through processes that ensure effectiveness, efficiency and quality.

Goal 3: The University will be a rewarding place to live, learn and work by sustaining an environment that is diverse and inclusive, and fosters the personal development of all its stakeholders.

S. Delcourt noted that subgoals under goal 1 include the following, all of which relate to graduate education:

> **1.1.6** We will expand production of students with graduate-level credentials to meet workforce needs in Maine and beyond.
>
> **1.2.3** We will produce graduates prepared to contribute to the knowledge, innovation and creative economy.
>
> **1.2.4** We will grow and diversify the doctoral education and research enterprise at UMaine, in partnership with stakeholders and collaborators, including other UMS campuses.

Harlan suggested that some of this work may be parallel with his departments work on collaborating with other universities within the system and incentivizing to grow partnerships.

The Graduate School will identify measurable goals like those above that can document progress towards the SVV plan. College deans will also be asking units in their colleges to also identify SVV goals.as we move forward.

Meeting Adjourned: 4:35PM

CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on March 3, 2020 and recommends the following courses to the Graduate Board for approval at its April 23rd meeting.

New Courses:

CHY 559 Problem Solving in Organic Chemistry

MAT 523 Functions of a Real Variable I

MAT 524 Functions of a Real Variable II

SFR 539 Biology of Woody Plants

Modifications:

ENG 507 Graduate Fiction Workshop

ENG 515 Approaches to Reports, Proposals, and Grants in Academic and Workplace Settings

ENG 516 Perspective on Technical Editing and Information Design

ENG 518 Topics in Professional and Technical Writing

ENG 529 Studies in Literature

ENG 536 Studies in Canadian Literature

ENG 541 American Literature from Colonial through Romantic

ENG 542 Studies in Multicultural American Literature

ENG 541 American Literature from Colonial through Romantic

ENG 542 Studies in Multicultural American Literature

ENG 545 American Realism and Naturalism

ENG 546 Modern American Literature

ENG 549 Studies in Gender and Literature

ENG 551 Medieval English Literature

ENG 553 Shakespeare and His Contemporaries

ENG 554 Renaissance and 17th-Century Literature

ENG 555 Literature of the Enlightenment

ENG 556 English Romanticism

ENG 558 Modern British Literature

ENG 579 The Theory of Composition

ENG 596 Graduate Internship in Professional Writing

ENG 649 Seminar in Modernist and Postmodernist American Poetry

ENG 693 Teaching College Composition

SED 546 Intervention for Writing Difficulties

SED 587 Collaborations and Transitions for Special Educators

SED 605 Seminar in Special Education

SED 620 Critical and Creative Thinking and Panel Review

February 28, 2020

To: Curriculum Committee:
Scott Delcourt
Qian Xue
Steve Evans
Craig Mason
Grant Miles
Josh Kelley
Deborah Rollins
Lisa Stilley
Dagmar Moravec

Fr: Trish Perry, Grad School

Re: **Curriculum Committee, March 3, 2020 Stodder Hall, Room #48**

The following courses will be presented on **Tuesday, March 3, 2020 at 12:30 pm** in the Graduate School's Conference Room, 48 Stodder Hall.

1. 12:30-12:40 **CHY 559**

   Michael Kienzler

2. 12:50-1:00 **MAT 523 and MAT 524**

   Andrew Knightly

3. 1:00-1:10 **SFR 539**

   Jay Wason

4. **Discuss any questions on the 21 ENG Modifications**

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

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GRADUATE PROGRAM/UNIT Chemistry

COURSE DESIGNATOR CHY COURSE NUMBER 559 EFFECTIVE SEMESTER Fall 2020

COURSE TITLE Problem Solving in Organic Chemistry

REQUESTED ACTION

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

- [x] New Course
- [ ] New Course with Electronic Learning
- [ ] Experimental

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

- [ ] Designator Change
- [ ] Number Change
- [ ] Title Change
- [ ] Description Change
- [ ] Prerequisite Change
- [ ] Credit Change
- [ ] Cross Listing (must be at least 400-level)[1]
- [ ] Other (specify)

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)

Alice E. Bruce

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

1-14-20

College Dean(s)

1/14/20

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):

CHY 559 Problem Solving in Organic Chemistry (1 Credit)

Students will discuss and solve problems in mechanism, synthesis, and structure determination taken from the current organic chemistry literature.

Prerequisites: CHY 252 or equivalent, or permission
May be repeated up to 3 times for credit.

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):

Michael Kienzler, Assistant Professor, 50% Teaching
Matthew Brichacek, Assitant Professor, 50% Teaching

Reason for new course:

How does the course fit in the program(s)? CHY 559 provides a new course to learn and practice an essential set of skills for doctoral students specializing in organic chemistry. The lecture component of this course is minimal; the large majority of class time will involve students working in small groups and on the board with the entire class on organic chemistry problems adapted from the current literature. The concepts and skills used in this course synergistically interface with the material covered in CHY 555 Intermediate Organic Chemistry and CHY 556 Theoretical Organic Chemistry.
Does the proposed course replace an existing course(s)? This course does not replace any existing course.
Will the course be a requirement for all or some students? This course will not be required for any students.
How often will the course be offered? Each Fall and Spring semester.
What is the expected enrollment? Expected enrollment is 6-12.
Is there overlap with another course(s)? In our estimation, there is no overlap between this course and others in the department or University.
The course has a 5xx designation as we expect that several of our upper-class undergraduates will be interested in taking this course each semester.

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.

No other departments affected.

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?

Course is anticipated to run each Fall and Spring semester. Offering the course will not result in overload salary payments.

CHY 559 Problem Solving in Organic Chemistry

Term: Credit Hours: 1 **Class Time:** 2 h biweekly
Prerequisites: CHY 252 or equivalent **Location:**

Instructor: Michael Kienzler, Ph. D.
Email: michael.kienzler@maine.edu **Phone:** (207) 581-1177
Office: 261 ESRB *or* 177 Aubert Hall (secondary) **Office Hours:**

Course Description and Objectives:
This course is designed to provide an opportunity for students to discuss multiple aspects of organic chemistry (synthetic methods, mechanisms, structure determination) from the current literature in the form of biweekly sessions. By working through the specifics of natural product total synthesis routes, students will practice thinking on their feet to apply synthetic methods and reaction mechanism concepts in new contexts. Students (with guidance from the instructor) will also be responsible for creating organic chemistry problem solving worksheets for their fellow students to work through during class. Students may enroll in this course multiple times in successive semesters and count up to 3 credits towards the classroom hours required for Ph.D. and M.S. degrees.

Learning Outcomes:
On successful completion of this course, students will have improved their ability to:

- Parse multi-step synthetic routes for complex organic targets to identify key synthetic transformations and noteworthy stereo-, regio-, and chemo- selectivity considerations
- Provide well-reasoned, plausible mechanisms for organic reactions
- Analyze and reason through organic chemistry problems in front of an audience extemporaneously
- Stay current with the synthetic organic chemistry literature
- Create a challenging but educational worksheet based on the total synthesis of a complex target (e.g. natural product)

Course Organization:
This course will meet biweekly for two hours at a time. During each class, students will receive a worksheet based on a recent organic synthesis that will require them to consider how and why the published synthetic route yields the target compound(s). An essential component of this course is that students will take turns going to the board to work through questions and problems posed in the worksheet. It is expected that students will not always be confident of their answers and will thus need to think on their feet and enlist the help of their peers and the instructor to reach a solution.

Course Materials:
Required Text: none

(Over)

Supplementary (nonrequired) Texts:

- L. Kurti and B. Czako, *Strategic Applications of Named Reactions in Organic Synthesis*, Elsevier, 2005.
- M. B. Smith, J. March, *Advanced Organic Chemistry,* 7th Ed, 2013.
- F. A. Carey, R. J. Sundberg, *Advanced Organic Chemistry Part B*, 5th Ed, 2007.
- K. C. Nicolaou and E. J. Sorensen, *Classics in Total Synthesis*, Wiley-VCH, 1996.
- Grossman, R. B. *The Art of Writing Reasonable Organic Reaction Mechanisms*. Springer, 2003.
- Boger, D. L. *Modern Organic Synthesis*. TSRI Press, 1999.

Graded Work:

The grade in this course is derived from two parts of equal import:

1. Participation and attendance: 50%

   This portion of the grade is entirely based on the student making a good faith effort to engage in the class—taking opportunities to work through problems by themselves, in small groups, and in front of the class. To encourage active participation, none of this portion of the grade is dependent on providing the correct answer.

2. Create organic chemistry worksheets and lead class discussion about their content: 50%

   At least once in the semester, students will create an organic chemistry problem worksheet based on a recently published molecule synthesis. They will be expected to make judgment calls about what transformations and mechanisms are noteworthy, and they will be expected to dig into adjacent literature to have a firm grasp of the substrate scope and mechanistic understanding of all reactions in the synthesis. This worksheet will be due to the instructor for evaluation one week before the student presents it to the rest of the class.

Grade Distribution

A *> 89%*
B *75 - 88%*
C *60 - 74%*
D *50 - 59%*
F *< 49%*

Each letter grade will be subdivided into plus and minus designations as determined by the instructor at the end of the semester.

Important University Policy and Statements (links):

Academic Honesty Statement*
Students Accessibility Services Statement*
Course Schedule Disclaimer*
Observance of Religious Holidays/Events*
Sexual Discrimination Reporting*

THE UNIVERSITY OF MAINE

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GRADUATE PROGRAM/UNIT MA in Mathematics / Mathematics & Statistics

COURSE DESIGNATOR MAT COURSE NUMBER 523 EFFECTIVE SEMESTER Fall 2020

COURSE TITLE Functions of a Real Variable I

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
- ☐ Number Change
- ☒ Title Change
- ☒ Description Change
- ☐ Prerequisite Change
- ☐ Credit Change
- ☐ Cross Listing (must be at least 400-level)[1]
- ☐ Other (specify) _____

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS

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Leader, Initiating Department/Unit(s)

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

1-14-20

College Dean(s)

1/14/20

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):

MAT 523 - Functions of a Real Variable I
Topics include construction of Lebesgue measure and Lebesgue integral on the Euclidean Space, convergence, differentiation, general measure and integration, the Radon-Nikodym Theorem, the Daniell integral, topics in functional analysis.

Prerequisites & Notes
A grade of C or better in MAT 426 or permission.

Credits: 3

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

MAT 523 - Real Analysis I
Lebesgue measure on the real line, measurable functions, the Lebesgue integral, standard convergence theorems and, if time allows, differentiation. Normally preceded by a brief review of introductory real analysis (completeness axiom, cardinality, topology of the real line, Heine-Borel Theorem).

Prerequisites & Notes
A grade of C or better in MAT 426 or departmental permission.

Credits:3

Reason for course modification:

The current description lists material that would usually take two semesters to cover, and does not adequately describe the course as given in recent years. For the title change, we want to allow possible inclusion of functions of several variables.

SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination

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GRADUATE PROGRAM/UNIT MA in Mathematics / Mathematics & Statistics

COURSE DESIGNATOR MAT COURSE NUMBER 524 EFFECTIVE SEMESTER Fall 2020

COURSE TITLE Functions of a Real Variable II

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
- ☐ Number Change
- ☒ Title Change
- ☒ Description Change
- ☐ Prerequisite Change
- ☐ Credit Change
- ☐ Cross Listing (must be at least 400-level)[1]
- ☐ Other (specify)

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS

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Leader, Initiating Department/Unit(s)

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

1-14-20

College Dean(s)

1/14/20

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):

MAT 524 - Functions of a Real Variable II
A continuation of MAT 523.

Prerequisites & Notes
A grade of B- or better in MAT 523.

Credits: 3

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

MAT 524 - Real Analysis II
Topics include differentiation and integration, completeness of the L^p spaces, Riesz representation theorem, Fubini's Theorem. As time and interest allow, other topics may include further theory of Banach and Hilbert spaces or abstract measure spaces, Fourier analysis, Radon-Nikodym Theorem, Haar measure.

Prerequisites & Notes
A grade of B- or better in MAT 523 or departmental permission

Credits:3

Reason for course modification:

We desire something more informative than the current description. For the title change, we note that functions of several variables will be considered.

SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination

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GRADUATE PROGRAM/UNIT School of Forest Resources

COURSE DESIGNATOR SFR COURSE NUMBER 539 EFFECTIVE SEMESTER Fall 2020

COURSE TITLE Biology of Woody Plants

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
- ☐ Number Change
- ☒ Title Change
- ☒ Description Change
- ☐ Prerequisite Change
- ☐ Credit Change
- ☒ Cross Listing (must be at least 400-level)[1]
- ☐ Other (specify) _____

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS

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Leader, Initiating Department/Unit(s)

21 JAN 20

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

12 Feb 22

College Dean(s)

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):

SFR 539 - Plant Anatomy Structure and Function
Examines vascular plant anatomy and structure with a focus on physiological, evolutionary and ecophysiological relationships. Lec. 2, Lab 4.
Note: because of overlap, SFR 539 and SFR 439 cannot both be taken for degree credit.

Prerequisites & Notes
Graduate standing.

Credits: 3

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

Advanced topics in woody plant biology including growth, development, and reproduction. Emphasis on forest tree biology and tree responses to abiotic stressors.
Credits: 3 (Because of overlap SFR 539 and SFR 439 cannot both be taken for degree credit)

Reason for course modification:

New faculty member teaching the course and adjusting to match my expertise and student needs.

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. Please include in the subject line 'Course Proposal' and the course designator and number.

SFR 439/539 – Biology of Woody Plants

Syllabus – Updated January 17, 2020

Fall 2020

Time: TBD. Location TBD.

I. Course Information

Advanced topics in woody plant biology including growth, development, and reproduction. Emphasis on forest tree biology and tree responses to abiotic stressors.

Credits: 3 (Because of overlap SFR 439 and SFR 539 cannot both be taken for degree credit)

II. Instructor

Jay Wason, School of Forest Resources.

Office: 122 Nutting Hall

Phone: 207-581-2889

E-mail: jay.wason@maine.edu

Office hours: TBD.

III. References - Required.

Hirons and Thomas 2018. *Applied Tree Biology*. Wiley Blackwell.

IV. Course Objectives

The objective of this course is for students to gain a strong understanding of the biology of woody plant growth, development, and reproduction. Students will gain hands on experience identifying woody plant tissues and articulating their functions. Students will also learn to apply their knowledge of woody plant biology to management.

V. Student Learning Outcomes

After successfully completing the class, a student will be able to:

A. Explain the fundamental principles of plant growth, development, and reproduction.

B. Articulate the relationship between plant form and function at cellular, organ, and whole-plant scales.

C. Interpret primary literature on tree biology and apply concepts to class.

D. Integrate knowledge of tree biology into in solutions for forest management.

VI. Course Grading.

	439	539
Lecture questions, homework, participation	35%	25%
Exam #1	15%	15%
Exam #2	15%	15%
Exam #3	15%	15%
Final Exam	20%	20%
Final presentation	-	10%

Final course grades will be assigned as follows:

Minimum %	95	90	86.7	83.3	80	76.7	73.3	70	65	Below 65
Letter grade	A	A-	B+	B	B-	C+	C	C-	D	F

VII. Answering Questions for Lectures

A. Lecture readings

1. Students are required to read assigned material prior to the class period.

B. Scheduled class periods

1. Class periods will contain a mix of lecture, lab activities, individual assessments, and group work.
2. In-class activities will be graded.

VIII. Lecture Exams.

A. There will be three lecture exams, one at approximately each third of the semester. The exams will cover all the material from lectures and in the assigned portions of the book, even if the topics weren't discussed during the class periods. They will also cover material from supplemental readings.

B. Each exam will focus on material covered in that unit but can include material from earlier units.

C. Make-up exams will be available for excused absences only and must be scheduled with the instructor within one week of the original exam date.

IX. Final Exam.

The final exam will be comprehensive and cover all topics from the course.

X. SFR 539

Those taking this course as SFR 539 will have additional responsibilities including but not limited to:

- Separate weekly meetings to present and discuss primary literature related to tree biology
- A semester-long literature review project to culminate in a final presentation
- Additional exam questions

XI. Missed Assignments and Incomplete Work

Any unexcused assignments that are not completed by the end of the semester will receive a grade of 0, unless we agree to arrangements for the incomplete work.

XII. Attendance

"Every student is to accept responsibility for satisfactory attendance in courses," UMaine Student Handbook.

A. Every student is expected to be in class. If you miss a scheduled class period, this will be considered an absence.

B. Missed in-class assignments from unexcused absences cannot be made up.

C. Excused absences will be accepted under special circumstances such as: Participation in an official University function, illness, poor travel conditions, and family needs.

D. Where possible, such as in University functions or family needs, you must notify the instructor of your planned absence.

E. In case of all planned and unexpected absences, you need the following:

1. For University functions, provide the instructor with a written notice from the University office indicating the activity and its date.
2. For all other absences, provide the instructor with the name of a person or office who can be contacted to confirm the need for you being absent. The one exception to this is poor travel conditions due to weather.

XIII. Professionalism

Professional behavior is critical to your success within and after college. Your behavior inside the classroom should not differ from your behavior in a work setting. Professional behavior reflects well on you and is noticed by your peers and instructors. In this class you are expected to abide by the School of Forest Resources professionalism expectations set forth here:

https://forest.umaine.edu/wp-content/uploads/sites/231/2019/01/Professional-Guidelines-and-Expectations-for-School-of-Forest-Resources-Students-2019.pdf

XIV. Policies

1. 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.
2. If you have a disability for which you may be requesting an accommodation, 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.
3. 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.
4. 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 OSAVP website for a complete list of services at http://www.umaine.edu/osavp/Extended Disruption: 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.

5. 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.
6. Student Behavior: Every student in the class is expected to be familiar with the University's Student Handbook (http://www.umaine.edu/handbook/) and Student Conduct Code part of which states, "It is expected that students will conduct their affairs with proper regard for the rights of others and of the University. All members of the University community share a responsibility for maintaining an environment where actions are guided by mutual respect, integrity, and reason." If the instructor believes that a student's behavior is violating this code or other codes in the Handbook, the instructor has the option to ask that the behavior cease and will seek advice from the appropriate office on campus on how to deal with the student's behavior. If you have questions about this policy or want examples on what is acceptable and unacceptable behavior, please speak with the instructor.
7. Use of cell phones and other electronic devices during class for non-class related purposes is not permitted.

XV. Lecture Topics.

Topic	Lecture focus	Lab activities	Readings
1	Global forests and forest structure	Lab intro, student led goals	Curtis and Gough. 2018. Forest aging, disturbance and the carbon cycle. New Phytologist.
2	Woody plant growth and development	Field trip: tree form, shade tolerance, phenology	Hirons and Thomas Chapters 1, 2
3	Cells and tissues	Microscopy I: stem and root sections	Schweingruber and Borner 2018. The Plant Stem, A Microscopic Aspect. Springer.
4	Leaves, photosynthesis	Microscopy II: leaf sections, stomatal peels	Hirons and Thomas Chapter 3
5	Phloem transport	Field trip to fell trees for allometry	Hirons and Thomas Chapter 7
6	Xylem transport	Prepare tree cookies	Hirons and Thomas Chapter 6
7	Wood development, anatomy, and function	Measure tree rings	Rathgeber, C. B. K., H. E. Cuny, and P. Fonti. 2016. Biological Basis of Tree-Ring Formation: A Crash Course. Frontiers in Plant Science 7.
8	Tree ring physiology	Dye experiment I	Hirons and Thomas Chapters 4, 8
9	Below-ground processes	Dye experiment II	Wason et al. 2019. The functional implications of tracheary connections across growth rings in four northern hardwood trees. Annals of Botany. Hacke et al. 2015. The hydraulic architecture of conifers. Functional and Ecological Xylem Anatomy.
10	Reproduction	Wood ID	Hirons and Thomas Chapter 5
11	Biotic interactions	Wood ID and dendroarchaeology	Hirons and Thomas Chapter 9 Creaseman et al 2015. Dendrochronological evaluation of ship timber from Charlestown Navy Yard. Dendrochronologia.
12	Abiotic stress and extreme trees	Fruit and cone lab	Alvarez Yepiz et al 2017. Resource partitioning by evergreen and deciduous species in a tropical dry forest. Oecologia.
13	Tree biology and management	Field trip to see woody plant management	Merwin 1994. Orchard Groundcover Management Impacts on Apple Tree Growth and Yield, and Nutrient Availability and Uptake. Journal of the American Society for Horticultural Science.
14	Forested ecosystems	SFR 539 final presentations	Gilliam 2016. Forest ecosystems of temperate climatic regions: from ancient use to climate change. New Phytologist. Pan et al. 2011. A large and persistent carbon sink in the world's forests. Science.
15	Final Exam		

THE UNIVERSITY OF MAINE

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 Master of Arts in English

COURSE DESIGNATOR ENG COURSE NUMBER 507 EFFECTIVE SEMESTER Fall 2020

COURSE TITLE Graduate Fiction Workshop

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
- ☐ Number Change
- ☐ Title Change
- ☒ Description Change
- ☐ Prerequisite Change
- ☐ Credit Change
- ☐ Cross Listing (must be at least 400-level)[1]
- ☐ Other (specify) _____

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)

JAN 0 7 2020

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

1-14-20

College Dean(s)

1/14/20

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):

ENG 507 Graduate Fiction Workshop. A graduate fiction workshop for M.A. students concentrating in creative writing. May be repeated once for credit.

Prerequisites & Notes
English M.A. candidate, writing sample, faculty permission.

Credits: 3

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

ENG 507 Graduate Fiction Workshop. A graduate seminar for students concentrating in creative writing, which focuses on workshopping in-progress writing by peers, analyzing published creative works, reading and discussing essays on narrative theory and writing as a craft. May be repeated once for credit.

Prerequisites & Notes
English M.A. candidate, writing sample, faculty permission.

Credits: 3

Reason for course modification:

Updated description describes course as it is actually taught, in particular by differentiating UMaine's seminar-style approach to the teaching of fiction from MFA-style workshops. New description will also more accurately signal department's expectations for 507 to current and potential students.

SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination

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THE UNIVERSITY OF MAINE

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GRADUATE PROGRAM/UNIT Master of Arts in English

COURSE DESIGNATOR ENG COURSE NUMBER 515 EFFECTIVE SEMESTER Fall 2020

COURSE TITLE Approaches to Reports, Proposals, and Grants in Academic and Workplace Settings

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
- ☐ Number Change
- ☐ Title Change
- ☒ Description Change
- ☐ Prerequisite Change
- ☐ Credit Change
- ☐ Cross Listing (must be at least 400-level)[1]
- ☐ Other (specify) _____

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS

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Leader, Initiating Department/Unit(s)

JAN 0 7 2020

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

1-14-20

College Dean(s)

1/14/20

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):

ENG 515 - Approaches to Reports, Proposals, and Grants in Academic and Workplace Settings

This course focuses on the theoretical and practical approaches to reports, proposals, and grants written in academic and workplace settings. Students will learn how to be the lead writer/project manager on collaboratively written documents. This course is appropriate for graduate students wanting to work on their own research reports and proposals and for students wanting to learn how to write and how to manage the collaborative process of writing reports, proposals, and grants in workplace settings.

Prerequisites & Notes
Graduate standing or permission.

Credits: 3

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

ENG 515 - Approaches to Collaborative Writing

This course focuses on theoretical and practical approaches to writing collaboratively in academic, professional, and community-based settings. Students will learn how to be the lead writer/project manager on documents such as reports, proposals, and grants that are often written as part of a team. This course is appropriate for graduate students who want to improve their own written work and for students who want to learn how to manage collaborative writing projects.

Prerequisites & Notes
Graduate standing or permission.

Credits: 3

Reason for course modification:

The new description emphasizes the activity of writing collaboratively rather specific genres. This shift in emphasis will enable instructors to focus more on transferable skills and theories across various genres that are typically written as part of a team, including but not limited to reports, proposals, and grants.

SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination

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THE UNIVERSITY OF MAINE

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GRADUATE PROGRAM/UNIT Master of Arts in English

COURSE DESIGNATOR ENG COURSE NUMBER 516 EFFECTIVE SEMESTER Fall 2020

COURSE TITLE Perspectives on Technical Editing and Information Design

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
- ☐ Number Change
- ☒ Title Change
- ☒ Description Change
- ☐ Prerequisite Change
- ☐ Credit Change
- ☐ Cross Listing (must be at least 400-level)[1]
- ☐ Other (specify) _____

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS

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Leader, Initiating Department/Unit(s)

JAN 0 7 2020

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

1-14-20

College Dean(s)

1/14/20

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):

ENG 516 - Perspectives on Technical Editing and Information Design

Theoretical and practical approaches to technical editing and information design will be covered through topics such as visual rhetoric, visual literacy, cognitive psychology, color theory, visual ethics, and information graphic design. Hands-on work will include learning traditional proofreading marks, online editing techniques, document layout and design principles, and the application of style manuals to specific writing tasks. Projects will include creating a document for a client, practice in developmental editing, and practice in line editing.

Prerequisites & Notes
Graduate standing or permission.

Credits: 3

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

ENG 516 - Perspectives on Information Design

This course focuses on theoretical and practical approaches to information design through topics such as visual rhetoric, usability, technical editing, social justice, ethics, digital rhetoric, and information literacy. Projects may include working with a client to design or edit a document and building a personal portfolio of professional and technical writing. This course is appropriate for graduate students who want to expand their skills in communicating information effectively and ethically to various audiences.

Prerequisites & Notes
Graduate standing or permission.

Credits: 3

Reason for course modification:

The new description allows for the inclusion of topics that may or may not involve technical editing but are now considered crucial to understanding information design more generally--e.g. usability, social justice, and digital rhetoric.

SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination

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THE UNIVERSITY OF MAINE

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GRADUATE PROGRAM/UNIT Master of Arts in English

COURSE DESIGNATOR ENG COURSE NUMBER 518 EFFECTIVE SEMESTER Fall 2020

COURSE TITLE Topics in Professional and Technical Writing

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
- ☐ Number Change
- ☒ Title Change
- ☒ Description Change
- ☐ Prerequisite Change
- ☐ Credit Change
- ☐ Cross Listing (must be at least 400-level)[1]
- ☐ Other (specify) _____

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS

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Leader, Initiating Department/Unit(s)

JAN 0 7 2020

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

1-14-20

College Dean(s)

1/14/20

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):

ENG 518 - Topics in Professional and Technical Writing

Topics vary according to changes in the field, expertise of the faculty, and needs of the students. Possible topics include visual literacy, technical editing, information design, usability testing theories and practice, and professional writing in international contexts. May be repeated for credit when topic varies.

Prerequisites & Notes
Graduate standing or permission.

Credits: 3

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

ENG 518 - Topics in Professional and Technical Writing

Topics vary according to changes in the field, expertise of the faculty, and needs of the students. Possible topics include scientific communication, rhetoric of health and medicine, organizational communication, digital rhetoric, usability, and social justice. May be repeated for credit when topic varies.

Prerequisites & Notes
Graduate standing or permission.

Credits: 3

Reason for course modification:

The new description updates the list of possible topics to better match topics covered most recently and current faculty interests.

SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination

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THE UNIVERSITY OF MAINE

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GRADUATE PROGRAM/UNIT Master of Arts in English

COURSE DESIGNATOR ENG COURSE NUMBER 529 EFFECTIVE SEMESTER Fall 2020

COURSE TITLE Studies in Literature

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
- ☐ Number Change
- ☒ Title Change
- ☐ Description Change
- ☐ Prerequisite Change
- ☐ Credit Change
- ☐ Cross Listing (must be at least 400-level)[1]
- ☐ Other (specify)

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS

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Leader, Initiating Department/Unit(s)

JAN 0 7 2020

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

1-14-20

College Dean(s)

1/14/20

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):

ENG 529: Studies in Literature. Intended to supplement and allow experiments within the existing curriculum at the 500 level.

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

ENG 529: Studies in Language, Literature, and Writing. Intended to supplement and allow experiments within the existing curriculum at the 500 level.

Prerequisites & Notes
Graduate standing in English or permission.

Credits: 3

Reason for course modification:

The course description is still accurate, but the title needs to be expanded, since faculty offer special topics under this number that are not studies of literature (e.g., sociolinguistics, research methods, writing studies, etc.)

Prerequisites & Notes
Graduate standing in English or permission.

Credits: 3

SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination

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THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

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GRADUATE PROGRAM/UNIT Master of Arts in English

COURSE DESIGNATOR ENG COURSE NUMBER 536 EFFECTIVE SEMESTER Fall 2020

COURSE TITLE Studies in Canadian Literature

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
- ☐ Number Change
- ☐ Title Change
- ☒ Description Change
- ☐ Prerequisite Change
- ☐ Credit Change
- ☐ Cross Listing (must be at least 400-level)[1]
- ☐ Other (specify) _____

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS

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Leader, Initiating Department/Unit(s)

JAN 0 7 2020

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

1-14-20

College Dean(s)

1/14/20

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):

ENG 536 - Studies in Canadian Literature. In-depth study of literature by Canadians, focusing on a particular period, group, movement, issue or major author: e.g. pre-Confederation literature, the TISH poets, the McGill Movement, novels by writers of color, Margaret Atwood and Michael Ondaatje.

Prerequisites & Notes
Graduate standing in English or permission.

Credits: 3

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

ENG 536 - Studies in Canadian Literature. In-depth study of Canadian literature, focusing on a particular period, group, movement, issue or major author: e.g. pre-Confederation literature, the TISH poets, the McGill Movement, novels by writers of color, Margaret Atwood and Michael Ondaatje.

Prerequisites & Notes
Graduate standing in English or permission.

Credits: 3

Reason for course modification:

The syllabus will not necessarily consist of literature written *by Canadians* (e.g., readings may include pre-Confederation literature whose authors would not technically have been "Canadian" or indigenous writers who may not now identify as Canadian).

SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination

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THE UNIVERSITY OF MAINE

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GRADUATE PROGRAM/UNIT Masters in English

COURSE DESIGNATOR ENG COURSE NUMBER 541 EFFECTIVE SEMESTER Fall 2020

COURSE TITLE American Literature from Colonial through Romantic

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
- ☐ Number Change
- ☒ Title Change
- ☒ Description Change
- ☐ Prerequisite Change
- ☐ Credit Change
- ☐ Cross Listing (must be at least 400-level)[1]
- ☐ Other (specify) _____

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)

JAN 0 7 2020

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

1-14-20

College Dean(s)

1/14/20

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):

ENG 541 - American Literature from Colonial Through Romantic. A study of major and representative figures in American Literature up to 1865, with emphasis on Romantics such as Cooper, Emerson, Hawthorne, Poe, Melville, Thoreau, Fuller, Stowe and Whitman.

Prerequisites & Notes
Graduate standing in English or permission.

Credits: 3

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

ENG 541 - Colonial and Early National American Literature. A graduate seminar in literatures from the beginnings of European exploration and colonization of North America through early attempts to define and create American literature in the early Republic.

Prerequisites & Notes
Graduate standing in English or permission.

Credits: 3

Reason for course modification:

"Romantic" is a dated way of describing mid-C19 Am lit, so title is updated to a more neutral period delineation.
The American literature curriculum needs to be better coordinated; this course, plus a new ENG 543 in 19th Century American and newly-titled ENG 545 American "fin de siecle" divide the content more manageably, and send a clearer signal to students choosing courses.

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. Please include in the subject line 'Course Proposal' and the course designator and number.

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

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GRADUATE PROGRAM/UNIT English

COURSE DESIGNATOR ENG COURSE NUMBER 542 EFFECTIVE SEMESTER Fall 2020

COURSE TITLE Studies in Multicultural American Literature

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
- ☐ Number Change
- ☒ Title Change
- ☒ Description Change
- ☐ Prerequisite Change
- ☐ Credit Change
- ☐ Cross Listing (must be at least 400-level)[1]
- ☐ Other (specify) _____

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)

JAN 0 7 2020

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

1-14-20

College Dean(s)

1/14/20

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):

ENG 542: Studies in Multicultural American Literature. In-depth study of works by American writers of particular ethnic traditions focusing on a particular period, group, movement, issue or individual(s); e.g. Contemporary Native American Writers, African American Literary Tradition and Theory, Literature of Mixed Blood Experience, Jewish American Literature, or Maine Literary History Franco-American and Wabanaki.

Prerequisites & Notes
Graduate standing in English or permission of instructor.

Credits: 3

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

ENG 542: Studies in North American Literatures. In-depth study of works by American writers focusing on a particular period, cultural group, movement, issue or individual(s); e.g. Contemporary Native American Writers, African American Literary Tradition and Theory, Literature of Mixed Blood Experience, Jewish American Literature, or Maine Literary History Franco-American and Wabanaki.

Prerequisites & Notes
Graduate standing in English or permission of instructor.

Credits: 3

Reason for course modification:

Change to outdated language in title; new title locates in North America, expressly beyond US borders. Change to description removing "particular ethnic traditions" and replacing with "cultural group" for broader reach.

SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination

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THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

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GRADUATE PROGRAM/UNIT Master of Arts in English

COURSE DESIGNATOR ENG COURSE NUMBER 545 EFFECTIVE SEMESTER Fall 2020

COURSE TITLE American Realism and Naturalism

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
- ☐ Number Change
- ☒ Title Change
- ☒ Description Change
- ☐ Prerequisite Change
- ☐ Credit Change
- ☐ Cross Listing (must be at least 400-level)[1]
- ☐ Other (specify) _____

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS

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Leader, Initiating Department/Unit(s)

JAN 0 7 2020

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

1-14-20

College Dean(s)

1/14/20

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):

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:

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

Reason for new 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.

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

SECTION 2 (FOR COURSE MODIFICATIONS)

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

ENG 545 - American Realism and Naturalism. Emphasis on fiction, and especially on the novels of Twain, Howells, James, Crane, Dreiser, and Wharton.

Prerequisite: Graduate standing in English or permission.

Credits: 3

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

ENG 545 - American Literature at the fin-de-siecle. Readings will be drawn from the period encompassing Reconstruction and the First World War. During this period of rapid nationalist expansion, the New England dominance of American letters was challenged by writers from many other places and ethnicities. The seminar will examine tensions central to the period, such as modernism vs. anti-modernism, civilization vs. nature, and nostalgia for the rural past in the face of the new mass urban culture.

Prerequisite: graduate standing in English or permission
Credits: 3

Reason for course modification:

More specifically demarcates the period of study with a term that is more accurate and more recognizable to the field. New course description deemphasizes particular authors and ethnic homogeneity and identifies the specific historical/cultural factors that gave rise to this particular literature.

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. Please include in the subject line 'Course Proposal' and the course designator and number.

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

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GRADUATE PROGRAM/UNIT Master of Arts in English

COURSE DESIGNATOR ENG COURSE NUMBER 546 EFFECTIVE SEMESTER fall 2020

COURSE TITLE Modern American Literature

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
- ☐ Number Change
- ☒ Title Change
- ☒ Description Change
- ☐ Prerequisite Change
- ☐ Credit Change
- ☐ Cross Listing (must be at least 400-level)[1]
- ☐ Other (specify)

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS

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Leader, Initiating Department/Unit(s)

JAN 0 7 2020

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

1-14-20

College Dean(s)

1/14/20

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):

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:

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

Reason for new 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.

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?

SECTION 2 (FOR COURSE MODIFICATIONS)

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

ENG 546 -- Modern American Literature. A study of significant themes, literary and cultural, and the esthetics of such authors as Frost, Williams, Pound, Eliot, Stein, Moore, Crane, Cather, Fitzgerald, Hemingway, Porter, Dos Passos, Faulkner.

Prerequisites & Notes
Graduate standing in English or permission.
Credits: 3

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

ENG 546 -- Modernisms. Seminar examining the transnational movements known as modernism from a variety of perspectives and through a range of texts—both in original English and in translation—and artworks. Specific focus will vary depending on the instructor.

Prerequisites & Notes
Graduate standing in English or permission.
Credits: 3

Reason for course modification:

- To acknowledge the importance of internationalism in modernism
- To provide more flexibility regarding the writers/artists instructors might include
- To allow for instructors to incorporate other materials, such as artworks, film, music, pamphlets, etc.
- To broaden the historical focus

SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination

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THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

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GRADUATE PROGRAM/UNIT Master of Arts in English

COURSE DESIGNATOR ENG COURSE NUMBER 549 EFFECTIVE SEMESTER Fall 2020

COURSE TITLE Studies in Gender and Literature

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
- ☐ Number Change
- ☐ Title Change
- ☒ Description Change
- ☐ Prerequisite Change
- ☐ Credit Change
- ☐ Cross Listing (must be at least 400-level)[1]
- ☐ Other (specify) _____

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS

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Leader, Initiating Department/Unit(s)

JAN 0 7 2020

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

1-24-20

College Dean(s)

1/14/20

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):

Studies in Gender and Literature. Intensive study of the workings of gender in language and literature. Topics will vary widely, and may include studies of women writers, of feminist criticism, gender criticism, or queer theory, of femininities and/or masculinities in particular literary periods or schools, as well as of specific theoretical questions such as the gendered nature of language. May be repeated for credit.

Prerequisites & Notes
Graduate standing in English or permission.

Credits: 3

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

Studies in Gender and Literature. Intensive study of the workings of gender in language and literature. Topics will vary widely, and may include studies of women writers and/or of specific literary periods or schools, as well as studies of specific theoretical questions such as the gendered nature of language, modern and contemporary feminist theory, gender theory, queer theory, and identity studies. May be repeated for credit.

Prerequisites & Notes
Graduate standing in English or permission.

Credits: 3

Reason for course modification:

Revised to reflect more recent content in offerings of the course.

SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination

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THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

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GRADUATE PROGRAM/UNIT Master of Arts in English

COURSE DESIGNATOR ENG COURSE NUMBER 551 EFFECTIVE SEMESTER Fall 2020

COURSE TITLE Medieval English Literature

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
- ☐ Number Change
- ☒ Title Change
- ☒ Description Change
- ☐ Prerequisite Change
- ☐ Credit Change
- ☐ Cross Listing (must be at least 400-level)[1]
- ☐ Other (specify)

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS

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Leader, Initiating Department/Unit(s)

JAN 0 7 2020

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

1-14-20

College Dean(s)

1/14/20

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):

ENG 551 - Medieval English Literature. The major works of the Medieval period, including works by Chaucer, Langland, Malory and the Pearl Poet.

Prerequisites & Notes
Graduate standing in English or permission.

Credits: 3

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

ENG 551 - Medieval Literature. This class examines the literature and language of the medieval period. Readings vary but may include selections from the British, Continental, and/or Global Middle Ages.

Prerequisites & Notes
Graduate standing in English or permission.

Credits: 3

Reason for course modification:

The proposed revision reflects the broader contemporary geographical study of the "medieval" period as well as formalizing the expectation that necessary language(s) will also be studied.

SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination

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THE UNIVERSITY OF MAINE

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GRADUATE PROGRAM/UNIT Master of Arts in English

COURSE DESIGNATOR ENG COURSE NUMBER 553 EFFECTIVE SEMESTER Fall 2020

COURSE TITLE Shakespeare and his Contemporaries

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
- ☐ Number Change
- ☒ Title Change
- ☒ Description Change
- ☐ Prerequisite Change
- ☐ Credit Change
- ☐ Cross Listing (must be at least 400-level)[1]
- ☐ Other (specify) _____

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS

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Leader, Initiating Department/Unit(s)

JAN 0 7 2020

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

1-14-20

College Dean(s)

1/14/20

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):

ENG 553: Shakespeare and Contemporaries. Plays by Shakespeare, Jonson, Middleton, Webster, and Ford, among others. To test dramatic effects and critical principles, the course emphasizes revenge tragedy, city comedy, and tragic farce.

Prerequisites & Notes
Graduate standing in English or permission.
Credits: 3

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

ENG 553 Early Modern Drama. A seminar that considers the dynamic role of theatrical performance in the changing political, religious, and cultural landscapes of sixteenth and seventeenth-century England. Readings represent a cross-section of dramatic writers, forms, genres, and conditions. The course's primary thematic focus will vary from year to year.

Prerequisites & Notes
Graduate standing in English or permission.

Credits: 3

Reason for course modification:

Current title and description privilege Shakespeare and other canonical male writers, and is too narrowly focused on genre to the exclusion of cultural, political, and religious contexts.

SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination

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THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

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GRADUATE PROGRAM/UNIT Master of Arts in English

COURSE DESIGNATOR ENG COURSE NUMBER 554 EFFECTIVE SEMESTER Fall 2020

COURSE TITLE Renaissance and 17th-Century Literature

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
- ☐ Number Change
- ☒ Title Change
- ☒ Description Change
- ☐ Prerequisite Change
- ☐ Credit Change
- ☐ Cross Listing (must be at least 400-level)[1]
- ☐ Other (specify)

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS

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Leader, Initiating Department/Unit(s)

JAN 0 7 2020

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

1-14-20

College Dean(s)

1/14/20

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):

ENG 554 Renaissance and Seventeenth Century Literature. Readings in the lyric and narrative poetry and in the prose of the period from 1520 to 1660. Special emphasis on Sidney, Spenser, Donne, and Milton.

Prerequisites & Notes
Graduate standing in English or permission.

Credits: 3

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

ENG 554 Early Modern Prose and Poetry. Explores innovations in sixteenth- and seventeenth-century Anglophone poetry and prose, with attention to cultural, political, and global contexts. Readings will draw from canonical and lesser-known texts, and will represent the works of female and male writers. The course may be organized around a specific theme.

Prerequisites & Notes
Graduate standing in English or permission.

Credits: 3.

Reason for course modification:

The current description privileges canonical male writers and does not acknowledge the role of cultural, political, and global contexts in the development of these literary forms. The current title is too vague. New title specifies the literary forms that will be considered and complements the new proposed title for ENG 553, "Early Modern Drama."

SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination

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THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

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GRADUATE PROGRAM/UNIT Master of Arts in English

COURSE DESIGNATOR ENG COURSE NUMBER 555 EFFECTIVE SEMESTER Fall 2020

COURSE TITLE Literature of the Enlightenment

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
- ☐ Number Change
- ☒ Title Change
- ☒ Description Change
- ☐ Prerequisite Change
- ☐ Credit Change
- ☐ Cross Listing (must be at least 400-level)[1]
- ☐ Other (specify) _____

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)

JAN 0 7 2020

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

1-14-20

College Dean(s)

1/14/20

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):

ENG 555: Literature of the Enlightenment. Investigates unique features of 18th-century literature: e.g., prose satire, the gothic novel, domestic tragedy, the biography, periodical literature, etc.

Prerequisites & Notes
Graduate standing in English or permission.

Credits: 3

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

ENG 555: Restoration and Eighteenth-Century British Literature. The Restoration and Eighteenth Century is a watershed period that marks the transition from Renaissance to Modern. This seminar considers literature against the background of this historical change and focuses on gender, culture, genre, individualism, representation, and postcolonialism. May include works by Pope, Behn, Cavendish, Finch, Congreve, Dryden, Swift, Defoe, Richardson, Johnson, and Radcliffe, among others.

Prerequisites & Notes
Graduate standing in English or permission.

Credits: 3

Reason for course modification:

Whereas the current catalog description promises a limited investigation of features (formal, thematic) of 18th-century literature, the proposed description change more appropriately emphasizes the epistemological modes that emerged and crystalized during this transformative period, which affirms the course's relevance to contemporary scholarship.

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. Please include in the subject line 'Course Proposal' and the course designator and number.

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

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GRADUATE PROGRAM/UNIT Master of Arts in English

COURSE DESIGNATOR ENG COURSE NUMBER 558 EFFECTIVE SEMESTER fall 2020

COURSE TITLE Modern British Literature

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
- ☐ Number Change
- ☒ Title Change
- ☒ Description Change
- ☐ Prerequisite Change
- ☐ Credit Change
- ☐ Cross Listing (must be at least 400-level)[1]
- ☐ Other (specify)

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)

JAN 0 7 2020

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

1-14-20

College Dean(s)

1/14/20

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):

ENG 558 - Modern British Literature. Readings in such major poets as Hardy, Yeats, Auden, and Dylan Thomas; and such novelists as Conrad, Ford, Forster, Woolf, Joyce, Lawrence and Beckett.

Prerequisites & Notes
Graduate standing in English or permission.

Credits: 3

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

ENG 558 - British Modernist Literature. Readings in British Modernist literature, including poetry, prose, fiction, and drama. Time frame may vary, with a focus on either early or late modernism (1890s to 1920s-1940s or 1930-1960s).

Prerequisites & Notes
Graduate standing in English or permission.

Credits: 3

Reason for course modification:

To account for the large scope of modernist literature, and to honor the importance of historical period in teaching modernism.

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. Please include in the subject line 'Course Proposal' and the course designator and number.

THE UNIVERSITY OF MAINE

Submit Form

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

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GRADUATE PROGRAM/UNIT: Master of Arts in English

COURSE DESIGNATOR: ENG COURSE NUMBER: 556 EFFECTIVE SEMESTER: Fall 2020

COURSE TITLE: English Romanticism

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
- ☐ Number Change
- ☐ Title Change
- ☒ Description Change
- ☐ Prerequisite Change
- ☐ Credit Change
- ☐ Cross Listing (must be at least 400-level)[1]
- ☐ Other (specify)

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)

JAN 07 2020

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

1-14-20

College Dean(s)

1/14/20

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):

ENG 556 British Romanticism. A survey of the six major romantic poets with attention to the critical writings of the period.

Prerequisites & Notes
Graduate standing in English or permission.

Credits: 3

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

ENG 556 British Romanticism. An exploration of both poetry and prose of the Romantic period, by male and female writers, canonical and lesser known. Particular attention is paid to questions of gender and genre as an influence on canonical Romantic poetics.

Prerequisites & Notes
Graduate standing in English or permission.

Credits: 3

Reason for course modification:

The reframing of this course more broadly reflects ongoing trends in offerings of the 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. Please include in the subject line 'Course Proposal' and the course designator and number.

THE UNIVERSITY OF MAINE

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 erin.twitchell@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT **Master of Arts in English**

COURSE DESIGNATOR **ENG** COURSE NUMBER **579** EFFECTIVE SEMESTER **Fall 2020**

COURSE TITLE **The Theory of Composition**

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
- ☐ Number Change
- ☒ Title Change
- ☒ Description Change
- ☐ Prerequisite Change
- ☐ Credit Change
- ☐ Cross Listing (must be at least 400-level)[1]
- ☐ Other (specify) _____

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)

JAN 0 7 2020

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

1-14-20

College Dean(s)

1/14/20

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):

ENG 579 - The Theory of Composition. A study in the rhetorical, stylistic and cognitive perspectives–from classical formulations to current research–on the nature of written composition and issues in composition teaching. (This course is identical to COM 579.)

Prerequisites & Notes
Graduate standing in English or permission.

Credits: 3

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

579: Theorizing and Researching Composing. Equips students with an overview of dominant theoretical frameworks for conceptualizing writing as both an activity and as a product of that activity. The course introduces several empirical methods for testing hypotheses about composing processes and composed artifacts. (This course is identical to COM 579.)

Prerequisites & Notes
Graduate standing in English or permission.

Credits: 3

Reason for course modification:

Housekeeping. The subject-matter of the course will continue to fulfill its long-established role in the graduate curriculum. The course title and catalogue description, however, date from the late 1970's. Specifically, the definite articles in "*The* Theory of Composition" and "*the* rhetorical, stylistic and cognitive perspectives" are misleading -- the field now recognizes many theories of composing and the focus has shifted from the text (implicit in the noun "composition") to the process itself (as reflected in the proposed gerund "composing"). Finally, the field has also developed means to empirically test theories of composition and this course needs to offer a range of these research methods as well.

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 erin.twitchell@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

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GRADUATE PROGRAM/UNIT Master of Arts in English

COURSE DESIGNATOR ENG COURSE NUMBER 596 EFFECTIVE SEMESTER Fall 2020

COURSE TITLE Graduate Internship in Professional Writing

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
- ☐ Number Change
- ☒ Title Change
- ☒ Description Change
- ☐ Prerequisite Change
- ☐ Credit Change
- ☐ Cross Listing (must be at least 400-level)[1]
- ☐ Other (specify) _____

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)

JAN 0 7 2020

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

1-14-20

College Dean(s)

1/14/20

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):

ENG 596 - Graduate Internship in Professional Writing. Supervised work in professional writing. Graduate students may work with businesses, professionals, organizations approved by the department in an area of professional writing. The work varies for each student enrolled, but normally involves writing, editing, research, reporting, interviewing, indexing, or other writing-related activity. Students must apply for this course before the semester of enrollment. Students are expected to work approximately 12 to 15 hours per week per 3 hours credit. May be repeated for credit up to 6 credit hours.
Prerequisites & Notes
Permission required; ENG 515 or ENG 516 or by recommendation of faculty.

Credits: 1-6

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

ENG 596 - Graduate Internship. Supervised professional work applying skills cultivated in the MA in English program. Graduate students may work with businesses, professionals, or organizations approved by the department. Work may include editing, developing content, reporting, indexing, researching, analyzing, designing communication, and professional/technical writing, among other activities related to students' professional goals. Students must apply for this course before the semester of enrollment. Students are expected to work approximately 12 to 15 hours per week per 3 hours credit. May be repeated for credit up to 6 credit hours.

Prerequisites & Notes
Permission required; ENG 515 or ENG 516 or by recommendation of faculty.

Credits: 1-6

Reason for course modification:

This modification works under a broader definition of professional work in English, professional writing, and creative writing. Possible internships may now include activities that may not fall under common notions of 'professional writing,' yet which nevertheless utilize skills developed in the English MA program. Examples of such expanded options may include editing a literary magazine, organizing a speaker series, developing creative content for an organization, or creating a digital repository, among other activities. Opening internships to this broader range of work will offer the professional benefits of an internship to students with a more diverse range of interests and goals than provided for in the previous course description.

SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination

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THE UNIVERSITY OF MAINE

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

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GRADUATE PROGRAM/UNIT Master of Arts / English

COURSE DESIGNATOR ENG COURSE NUMBER 649 EFFECTIVE SEMESTER fall 2020

COURSE TITLE Seminar in Modernist and Postmodernist American Poetry

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)[1]
- ☐ 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)

JAN 0 7 2020

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

1-14-20

College Dean(s)

1/14/20

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):

ENG 649 — Seminar in Modernist and Postmodernist American Poetry. Offers an in-depth study of poets of the Modernist and Postmodernist periods. Modernist poets studied may include Ezra Pound, William Carlos Williams, H.D., Marianne Moore, Gertrude Stein, Wallace Stevens or T.S. Eliot. Postmodernist poets may include the Objectivists, the poets of the Black Mountain or New York Schools, poets of the San Francisco Renaissance and the "Language" poets. Specific topics will vary from semester to semester. Normally, the seminar will cover three to six poets, but at times the seminar may focus on a single poet.

Prerequisites & Notes

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

ENG 581 – Twentieth-Century Poetry. A focused study of significant figures and/or movements in twentieth-century poetry. Specific topics will vary depending on the instructor.

Prerequisites & Notes
Graduate standing in English or permission.

Credits: 3

Reason for course modification:

The designator "649" is unique in our course catalog, and prevents advanced undergraduates from being able to enroll in course. The description as written was specific to one faculty member (now deceased) and a particular moment in thinking about lineage (modernism —> postmodernism as a neat progression). Enlarging the historical scope of the course and removing specific authors will enfranchise more faculty to be able to teach it, and is in keeping with contemporary thinking as regards the messiness of historical periodization.

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. Please include in the subject line 'Course Proposal' and the course designator and number.

THE UNIVERSITY OF MAINE

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 Master of Arts in English

COURSE DESIGNATOR ENG COURSE NUMBER 693 EFFECTIVE SEMESTER Fall 2020

COURSE TITLE Teaching College Composition

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
- ☐ Number Change
- ☒ Title Change
- ☒ Description Change
- ☐ Prerequisite Change
- ☐ Credit Change
- ☐ Cross Listing (must be at least 400-level)[1]
- ☐ Other (specify) _____

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)

JAN 0 7 2020

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

1-14-20

College Dean(s)

1/14/20

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):

English 693: Teaching College Composition. A study of the theory and practice of composition instruction. Required of all teaching assistants in the department of English during their first teaching semester.

Prerequisites & Notes
Graduate standing in English or permission.
Credits: 3

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

English 693: Principled Practices in the Teaching of Writing. A study of empirical research, theoretical insights, and ethical issues about the teaching of language and writing to students at the University of Maine. Students will develop a theoretically-informed, empirically grounded assignment sequence for the future teaching of English 101: College Composition, as well as conduct action research, participate in department culture, and prepare a proposal for a conference presentation or publication. Required of all teaching assistants in the department of English during their first teaching semester.
Prerequisites & Notes
Graduate standing in English or permission.
Credits: 3

Reason for course modification:

Revised to reflect more recent content in offerings of the 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. Please include in the subject line 'Course Proposal' and the course designator and number.

CURRICULUM COMMITTEE REPORT

The Curriculum Committee **met on March 31, 2019 and recommends the following courses** to the Graduate Board **for approval at its April 23rd meeting.**

New Courses:

EAD 665 Dissertation II

EAD 667 Dissertation III

EAD 668 Dissertation IV

NUR 531 Advanced Health Appraisal and Physical Assessment (Lab)

NUR 532 Advanced health Appraisal and Physical Assessment (Clinical)

SIE 504 The Beauty and Joy of Computing

SIE 508 Object Oriented Programming

SIE 517 Spatial Interaction Design

SIE 580 Ontology Engineering Theory and Practice

SIE 694 Doctoral Seminar

Modifications:

NUR 503 Advanced Health Appraisal and Physical Assessment

March 26, 2020

To: Curriculum Committee:
Scott Delcourt
Qian Xue
Steve Evans
Craig Mason
Grant Miles
Josh Kelley
Deborah Rollins
Lisa Stilley
Dagmar Moravec

Fr: Trish Perry

Re: **Curriculum Committee, March 31, 2020**
The following courses will be presented on **Tuesday, March 31 , 2020 at 12:30** via zoom

NEW

1. EAD 665, EAD 667, EAD 668

2. NUR 531, NUR 532

3. SIE 504, SIE 508, SIE 517, SIE 580 and SIE 694

Modifications

1. NUR 503

College of Education and Human Development

Graduate Course Proposal Routing Slip

Date: February 27, 2020

From School of: Educational Leadership, Higher Education and Human Development
College of Education of Education & Human Development

Item: **Course Proposals**

Example: *EHD 510* *Introduction to Educational Research*

EAD 665 Dissertation II

EAD 667 Dissertation III

EAD 668 Dissertation IV

* *

Please forward to the next person or department on the list below.

Initial Here

1. _____ Ian Mette, Program Coordinator 03/02/20 (Date)
2. JND Julie DellaMattera, School Director 3.3.2020 (Date)
3. SLC Sandy Caron, COEHD Curriculum Committee 2/20/20 (Date)
4. _____ Jim Artesani, Associate Dean of Graduate Education, Research, & Outreach _____ (Date)
5. _____ Mary Gresham, Interim Dean _____ (Date)
6. _____ Grad Board _____ (Date)

THE UNIVERSITY OF MAINE

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 Educational Leadership

COURSE DESIGNATOR EAD COURSE NUMBER 665 EFFECTIVE SEMESTER Summer 2021

COURSE TITLE Dissertation II

REQUESTED ACTION

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

- [x] New Course
- [ ] New Course with Electronic Learning
- [ ] Experimental

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

- [ ] Designator Change
- [ ] Number Change
- [ ] Title Change
- [ ] Description Change
- [ ] Prerequisite Change
- [ ] Credit Change
- [ ] Cross Listing (must be at least 400-level)[1]
- [ ] Other (specify) _____

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)

Ian M. Mette

Digitally signed by Ian M. Mette
DN: cn=Ian M. Mette, ou=University of Maine, ou=...
Date: 2020.02.13 12:22:01 -05'00'

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

3/2/2020

College Dean(s)

2/28/20

Graduate School (sign and date)

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

SECTION 3 (FOR NEW COURSE PROPOSALS)

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

Dissertation II (EAD 665) is a three (3) credit hour course that is designed to serve EdD members in their data analysis for their dissertation. Cohort members can expect to put in significant additional time and energy over this 8 week course outside of class time, particularly out of class time throughout July and August. Focus will be given to analyzing data based on methodological approach(es), updating the literature review, updating the methodology section, and developing a robust findings section. Cohort members can expect to begin primary discussion and impact on practice by the end of this course. Prerequisites: Completion of EAD 664 and Enrollment in EdD in Educational Leadership program or by permission.

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

Additional readings as assigned based on student need

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

Dr. Ian Mette, Associate Professor in Educational Leadership, 2-2 teaching load

Reason for new course:

We have reestablished our EdD program, a professional degree that focuses on producing scholarly practitioners who are capable of closing the theory-practice gap in educational leadership. To accomplish these goals, we are offering courses to meet the scheduling needs of the EdD program and help to dramatically improve degree completion rates. It will also provide support for EdD students to bridge the theory-practice gap in their own PK-12 contexts.

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 departments affected by this course development as there are no course overlaps. While no departments or programs have been affected, departments and programs will be aware of the development of this course through the COEHD Graduate Advisory Council (GAC). Additionally, this course development is required as currently there are no other eight-week EdD courses being taught. Moreover, we see the development of dissertation courses as vital to the effort to dramatically improve our dissertation completion rates.

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 once every two years as part of the EdD cohort program, which supports 12-15 EdD students in each cohort. If other COEHD programs see the need to use this type of course, it could be offered as needed throughout COEHD.

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.

EAD 665: Dissertation II
Summer 2021 Semester (5/13-7/1)
159 Shibles
Thursdays, 4:00 PM – 8:30 PM

Ian M. Mette, PhD
334 Merrill Hall
ian.mette@maine.edu

Cell Phone: (207) 951-5659
Office phone: (207) 581-2733

General Description

The *Dissertation II* course is designed to serve EdD members in their data analysis for their dissertation. Cohort members can expect to put in significant additional time and energy over this 8 week course outside of class time, particularly out of class time throughout July and August. Focus will be given to analyzing data based on methodological approach(es), updating the literature review, updating the methodology section, and developing a robust findings section. Cohort members can expect to begin primary discussion and impact on practice by the end of this course.

Purpose

This course focuses on the data analyses to solve problems of practice studies that will better inform PK-12 educational leadership. The course is intended to provide the supports needed to address a problem of practice and produce quality data analyses that will help distill important findings for the education profession throughout the state and the country more broadly. By the end of the course, members will be able to:

1. Analyze data based on methodological approach(es).
2. Conduct an update of the literature review section.
3. Outline and update methodology section.
4. Develop a robust findings section.

General Approach to Learning

The 2021 Summer Semester will go by quickly. Different from previous semesters, however, this course will continue to mark the departure from taking classes that teach cohort members new concepts, theories, frameworks, and methodologies, and instead asks EdD members to apply these to their own dissertation to address their problem of practice. As a cohort, you will continue to learn side-by-side with your colleagues from throughout the state, and as such your group experience will depend on your ability to support each other and provide feedback on the rigor of your work. Attendance in the class will continue to be crucial, as is coming prepared having completed all of the work that is being asked of you to keep you on your dissertation timeline. As such, you will progress through this semester – and the final upcoming semesters – by not just building your argument as to why your problem of practice is important, but how you have been able to address this as a scholarly-practitioner and how your work can inform other educators in the state and throughout the nation.

Attendance

Attendance in any class is important, but especially in an eight session course. Class members are allowed one absence per eight session class. ANY ABSENCE beyond the one allowed absence will automatically drop a final grade by one letter grade. More than two absences will result in a C, which is considered failing in graduate school. More than two courses with the letter grade of a C or below will result in removal from the EdD in Educational Leadership program.

Class Expectations

EdD class members should expect to average 10 hours of work outside of class each week to complete assignments, group work, readings, and course requirements. Additionally, there is an expectation that students will spend a substantial amount of time in July and August to prepare themselves for the final push in their dissertation writing phase.

Required Text:

None

Additional Readings:

As assigned throughout the course from previous coursework will be assigned based on needs of individuals and the cohort more broadly.

Class Sessions:

Thursday, May 13th, 4:00 PM – 8:30 PM
Thursday, May 20th, 4:00 PM – 8:30 PM
Thursday, May 27th, 4:00 PM – 8:30 PM
Thursday, June 3rd, 4:00 PM – 8:30 PM
Thursday, June 10th, 4:00 PM – 8:30 PM
Thursday, June 17th, 4:00 PM – 8:30 PM
Thursday, June 24th, 4:00 PM – 8:30 PM
Thursday, July 1st, 4:00 PM – 8:30 PM

NOTE: Class members should fully expect to stay for the full four and a half hour block. We will take several breaks during these timeslots, but class members should also bring food and beverages to make sure they are alert and engaged during each four hour class.

Assignments

ASSIGNMENT	DUE	POINTS
Updated Methodology Section	6/3	20
Updated Literature Review	6/24	10
Data Analysis (ongoing portfolio)	7/1	30
Outline of Findings Section	7/1	20
Class Attendance and Participation	ongoing	20
	TOTAL	100

Assignment Descriptions:

Updated Methodology Section

- Based on their analyses, EdD members will update their methodology section, which will be the foundation of their methodology chapter in their dissertation. Candidates will provide updated details and a logical review their methodology that informs their approach to solving their problem of practice, specifically focusing on what their methodological approach might mean other for scholarly-practitioners leaders who are struggling with the same problem of practice. This assignment should result in roughly 2000 – 2500 words (12 point font, Times New Roman) and should serve as the foundation for how EdD members will discuss their findings.

Updated Literature Review

- Based on the work members have read and analyzed in classes and through their own personal readings, cohort members will submit an updated literature review that encompasses their problem of practice. Candidates will critique and synthesize the literature around their problem of practice, specifically focusing on how this impacts scholarly-practitioners and what this means for educational leaders who intend to close

the theory-practice gap. This assignment should result in what would amount to as the final draft of the literature chapter of the dissertation and should serve as the foundation for how you will address your problem of practice.

Data Analysis Portfolio

- Each EdD member will analyze data over the course of the semester and develop a portfolio highlighting and displaying their analyses. In this portfolio, EdD members will finalize their analyses based on methodological approach, including quantitative methods (descriptive and inferential statistics), qualitative methods (coding, jotting, memoing, and connecting dimensions to subthemes and themes), or mixed-methods (all the above as well as how the data interacts). From this portfolio development EdD cohort members will be able to outline their findings section.

Outline of Findings Section

- Based on their analyses, EdD members will outline their findings section, which will be the foundation of their finding chapter in their dissertation. Candidates will detail and outline in a logical order their findings that speaks to their problem of practice, specifically focusing on what these findings mean for scholarly-practitioners leaders who intend to close the theory-practice gap in education. This assignment should result in roughly 2000 – 3000 words (12 point font, Times New Roman) and should serve as the foundation for how EdD members will discuss their problem of practice as well as address implications for practice.

Grading Scale

The grading scale for this course is based on a percentage of points earned out of total points offered, and follows the grade scale given below:

A	100-90	C	79-70	F	59 and below
B	89-80	D	69-60		

A grade of a C is considered failing in graduate school. More than two courses with the letter grade of a C or below will result in removal from the EdD in Educational Leadership program.

Missed Assignments/Make-Up Policy

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Confidentiality within the Context of the Course

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a) information which may be shared in papers, anecdotes, and conversations with me;
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Appropriate treatment of the confidentiality of material rests, ultimately, with our good judgment.

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Class member must be well prepared for each class session, having

(a) read the text chapter(s) and readings assigned
(b) completed assignments

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(a) contribute interesting, insightful comments
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Positive participation: The student regularly contributes to class discussion and fully participates in activities, with sensitivity to classmates and value of the equal participation of all. Comments add to the learning experience, and are connected to both the readings and the student's relevant outside experiences. Student reads the text and is prepared with notations to contribute.

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- make decisions based on our program objectives
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- value individual differences
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- attend all class sessions (**see attendance and participation**)
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- read texts and handouts as assigned prior to, during, and after classes, and come to class having completed pre-reading assignments (**see attendance and participation**)

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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.

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All academic records of class members are maintained in the highest of confidence as directed by FERPA (Family Educational Rights and Privacy Act). For more information on the University of Maine FERPA Policy, please click here.

Students Accessibility Services Statement

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

Diversity

Ours is a diverse nation founded upon the protection of rights and liberties regardless of race, ethnicity, socio-economic status, gender, religion, exceptionalities, language, and sexual orientation. The Council for the Accreditation of Educator Preparation (CAEP), identifies diversity as two groups: one being individual differences (e.g., personality, interests, learning modalities, and life experiences), and the other being group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic backgrounds) and expects that diversity will be a pervasive characteristic of any quality preparation program. Other identity groups include, but are not limited to, age, community, family status, institutional affiliations. Schooling, especially

public schooling, continues to have a central role in educating our nation's citizens for life in this diverse and pluralistic society. Choosing to teach in public schools means accepting the moral and ethical responsibilities inherent in building a strong democratic republic. In this course you will have many opportunities to examine your beliefs regarding diversity and the challenges of providing equitable and fair educational opportunities for all.

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

Additional University of Maine Graduate School Policies

Additional policies can be found here.

EAD 665
Dissertation II
Summer 2021 Semester Overview

Class	Reading for Class	Assignments due at class
Class 1 Thursday, May 12th, 4:00 – 8:30 Course Overview & Support Structures Provided	Assigned as necessary	Begin to develop data analysis portfolio
Class 2 Thursday, May 20th, 4:00 – 8:30 Data Analysis Portfolio	Assigned as necessary	Continuation with data analysis portfolio development
Class 3 Thursday, May 27th, 4:00 – 8:30 Shifting Towards Updating the Methodology Section	Assigned as necessary	Bring all your notes from previous classes on the methodological approaches you have reviewed up to this point in time related to your Problem of Practice Continuation with data analysis portfolio development
Class 4 Thursday, June 3rd, 4:00 – 8:30 A Finalization of the Methodology Section	Assigned as necessary	Bring a final draft of your methodology section to share with you fellow classmates
Class 5 Thursday, June 10th, 4:00 – 8:30 Continuing with Data Analysis	Assigned as necessary	Continuation with data analysis portfolio development
Class 6	Assigned as necessary	Bring all your notes from

Thursday, June 17th, 4:00 – 8:30 Shifting Towards Updating Your Literature Review		previous classes on the literature review you conducted up to this point in time in addressing your Problem of Practice Continuation with data analysis portfolio development
Class 7 Thursday, June 24th, 4:00 – 8:30 Looking to Finalize the Update of Your Literature Review	Assigned as necessary	Bring a draft of your literature review section to share with your fellow classmates Continuation with data analysis portfolio development
Class 8 Thursday, July 1st, 4:00 – 8:30 Putting It All Together		Present an outline of your findings to the cohort Submit the written findings outline that will serve as foundation to your findings section in your dissertation

Note: The instructor reserves the **right to make changes to the syllabus and course schedule as the** class proceeds. If necessary, these **changes will be announced in class or via email.**

THE UNIVERSITY OF MAINE

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 Educational Leadership

COURSE DESIGNATOR EAD COURSE NUMBER 667 EFFECTIVE SEMESTER Fall 2021

COURSE TITLE Dissertation III

REQUESTED ACTION

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

- [x] 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)[1]
- [ ] 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)

Ian M. Mette

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

3/2/2020

College Dean(s)

2/28/20

Graduate School [sign and date]

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

SECTION 3 (FOR NEW COURSE PROPOSALS)

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

Dissertation III (EAD 667) is a three (3) credit hour course that is designed to serve EdD members in their dissertation writing phase. Cohort members can expect to put in significant additional time and energy in this course outside of class time. Focus will be primarily given to writing the discussion chapter, the conclusion and implications for practice chapter, and the reviewing, updating, and finalizing of the dissertation document as a whole. Cohort members can expect to begin to consider their creative application of their dissertation project as well as where they will submit to present their work by the end of this course. Prerequisites: Completion of EAD 665 and Enrollment in EdD in Educational Leadership program or by permission.

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

Additional readings as assigned based on student need

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

Dr. Ian Mette, Associate Professor in Educational Leadership, 2-2 teaching load

Reason for new course:

We have reestablished our EdD program, a professional degree that focuses on producing scholarly practitioners who are capable of closing the theory-practice gap in educational leadership. To accomplish these goals, we are offering courses to meet the scheduling needs of the EdD program and help to dramatically improve degree completion rates. It will also provide support for EdD students to bridge the theory-practice gap in their own PK-12 contexts.

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 departments affected by this course development as there are no course overlaps. While no departments or programs have been affected, departments and programs will be aware of the development of this course through the COEHD Graduate Advisory Council (GAC). Additionally, this course development is required as currently there are no other eight-week EdD courses being taught. Moreover, we see the development of dissertation courses as vital to the effort to dramatically improve our dissertation completion rates.

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

This course will be offered once every two years as part of the EdD cohort program, which supports 12-15 EdD students in each cohort. If other COEHD programs see the need to use this type of course, it could be offered as needed throughout COEHD.

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.

EAD 667: Dissertation III
Fall 2021 Semester (9/2-12/16)
159 Shibles
Thursdays, 4:00 PM – 8:30 PM

Ian M. Mette, PhD
334 Merrill Hall
ian.mette@maine.edu

Cell Phone: (207) 951-5659
Office phone: (207) 581-2733

General Description

The *Dissertation III* course is designed to serve EdD members in their dissertation writing phase. Cohort members can expect to put in significant additional time and energy in this course outside of class time. Focus will be primarily given to writing the discussion chapter, the conclusion and implications for practice chapter, and the reviewing, updating, and finalizing of the dissertation document as a whole. Cohort members can expect to begin to consider their creative application of their dissertation project as well as where they will submit to present their work by the end of this course.

Purpose

This course focuses on the writing and finalization of the written dissertation product that will be used by other practitioners to better inform PK-12 educational leadership. The course is intended to provide the supports needed to address a problem of practice and produce a quality written product that will help disseminate important findings for the education profession throughout the state and the country more broadly. By the end of the course, members will be able to:

1. Write the discussion section of their dissertation.
2. Write the conclusion and implications for practice section of their dissertation
3. Update and finalize the written dissertation product.

General Approach to Learning

The 2021 Fall Semester will go by quickly. Different from previous semesters, however, this course will continue to mark the departure from taking classes that teach cohort members new concepts, theories, frameworks, and methodologies, and instead asks EdD members to apply these to their own dissertation to address their problem of practice. As a cohort, you will continue to learn side-by-side with your colleagues from throughout the state, and as such your group experience will depend on your ability to support each other and provide feedback on the rigor of your work. Attendance in the class will continue to be crucial, as is coming prepared having completed all of the work that is being asked of you to keep you on your dissertation timeline. As such, you will progress through this semester – and the final upcoming semesters – by not just building your argument as to why your problem of practice is important, but how you have been able to address this as a scholarly-practitioner and how your work can inform other educators in the state and throughout the nation.

Attendance

Attendance in any class is important, but especially in an eight session course. Class members are allowed one absence per eight session class. ANY ABSENCE beyond the one allowed absence will automatically drop a final grade by one letter grade. More than two absences will result in a C, which is considered failing in graduate school. More than two courses with the letter grade of a C or below will result in removal from the EdD in Educational Leadership program.

Class Expectations

EdD class members should expect to average 10 hours of work outside of class each week to complete assignments, group work, readings, and course requirements.

Required Text:

None

Additional Readings:

As assigned throughout the course from previous coursework will be assigned based on needs of individuals and the cohort more broadly.

Class Sessions:

Thursday, September 2nd, 4:00 PM – 8:30 PM
Thursday, September 16th, 4:00 PM – 8:30 PM
Thursday, September 30th, 4:00 PM – 8:30 PM
Thursday, October 14th, 4:00 PM – 8:30 PM
Thursday, October 28th, 4:00 PM – 8:30 PM
Thursday, November 11th, 4:00 PM – 8:30 PM

Thursday, December 2nd, 4:00 PM – 8:30 PM
Thursday, December 16th, 4:00 PM – 8:30 PM

NOTE: Class members should fully expect to stay for the full four and a half hour block. We will take several breaks during these timeslots, but class members should also bring food and beverages to make sure they are alert and engaged during each four hour class.

Assignments

ASSIGNMENT	DUE	POINTS
Discussion Section	10/14	20
Conclusion and Implications for Practice Section	11/11	20
Update and Finalization of Dissertation	12/16	40
Class Attendance and Participation	ongoing	20
	TOTAL	100

Assignment Descriptions:

Discussion Section

- Based on their previous chapters, EdD members will write their discussion section of their dissertation. Candidates will provide important insights and takeaways that inform their approach to solving their problem of practice, specifically focusing on what their dissertation might mean other for scholarly-practitioners leaders who are struggling with the same problem of practice. This assignment should result in roughly 2000 – 3000 words (12 point font, Times New Roman) and should serve as the foundation for how EdD members will transition into their conclusion and implications for practice section.

Conclusion and Implications for Practice Section

- Based on their discussion, EdD members will write their conclusion and implications for practice section. Candidates will detail in a logical order their conclusion that speaks to their problem of practice, specifically focusing on what these findings mean for scholarly-practitioners leaders who intend to close the theory-practice gap in education. This assignment should result in roughly 2000 – 3000 words (12 point font, Times New Roman).

Update and Finalization of Dissertation

- Each EdD member will finalize their dissertation by the end of the semester to complete the written expression portion of their dissertation process. In this process, EdD members will ensure their dissertation is formatted appropriately and within guidelines of the University of Maine Graduate School requirements. From this finalization process, EdD members will use the written experession product to support a creative application as well as verbally present their study to other practitioners in the state or region.

Grading Scale

The grading scale for this course is based on a percentage of points earned out of total points offered, and follows the grade scale given below:

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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 (Dr. Ian Mette) privately as soon as possible.

Diversity

Ours is a diverse nation founded upon the protection of rights and liberties regardless of race, ethnicity, socio-economic status, gender, religion, exceptionalities, language, and sexual orientation. The Council for the Accreditation of Educator Preparation (CAEP), identifies diversity as two groups: one being individual differences (e.g., personality, interests, learning modalities, and life experiences), and the other being group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic backgrounds) and expects that diversity will be a pervasive characteristic of any quality preparation program. Other identity groups include, but are not limited to, age, community, family status, institutional affiliations. Schooling, especially public schooling, continues to have a central role in educating our nation's citizens for life in this diverse and pluralistic society. Choosing to teach in public schools means accepting the moral and ethical responsibilities inherent in building a strong democratic republic. In this course you will have many opportunities to examine your beliefs regarding diversity and the challenges of providing equitable and fair educational opportunities for all.

Observance of Religious Holidays/Events

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Sexual Discrimination Reporting

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a 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**.

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EAD 667
Dissertation III
Fall 2021 Semester Overview

Class	Reading for Class	Assignments due at class
Class 1 Thursday, September 2nd, 4:00 – 8:30 Course Overview & Support Structures Provided	Assigned as necessary	Begin to write discussion section
Class 2 Thursday, September 16th, 4:00 – 8:30 Unpacking What a Discussion Section Tells Us	Assigned as necessary	Continuation with discussion section
Class 3 Thursday, September 30th, 4:00 – 8:30 Further Fleshing of the Discussion Section	Assigned as necessary	Bring a final draft of your discussion section to share with you fellow classmates
Class 4 Thursday, October 14th, 4:00 – 8:30 A Finalization of the Discussion Section	Assigned as necessary	Begin to write conclusion section
Class 5 Thursday, October 28th, 4:00 – 8:30 Turning Towards the Conclusion	Assigned as necessary	Begin to write implications for practice section
Class 6 Thursday, November 11th, 4:00 – 8:30 Detailing Implications for Practice	Assigned as necessary	Bring a final draft of your conclusion and implications for practice section

Class 7 Thursday, December 2nd, 4:00 – 8:30 Looking to Finalize Your Dissertation	Assigned as necessary	Bring a final draft of your dissertation section to share with your fellow classmates
Class 8 Thursday, December 16th, 4:00 – 8:30 Putting It All Together		Submit the final version of your dissertation with Grad School requirements and specifications

Note: The instructor reserves the right to make changes to the syllabus and course schedule as the class proceeds. If necessary, these changes will be announced in class or via email.

THE UNIVERSITY OF MAINE

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 Educational Leadership

COURSE DESIGNATOR EAD COURSE NUMBER 668 EFFECTIVE SEMESTER Spring 2022

COURSE TITLE Dissertation IV

REQUESTED ACTION

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

- [x] New Course
- [ ] New Course with Electronic Learning
- [ ] Experimental

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

- [ ] Designator Change
- [ ] Number Change
- [ ] Title Change
- [ ] Description Change
- [ ] Prerequisite Change
- [ ] Credit Change
- [ ] Cross Listing (must be at least 400-level)[1]
- [ ] Other (specify)

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)

Ian M. Mette

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

2/2/2020

College Dean(s)

2/28/20

Graduate School (sign and date)

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

SECTION 3 (FOR NEW COURSE PROPOSALS)

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

Dissertation IV (EAD 669) is a three (3) credit hour course that is designed to serve EdD members in the final phase of their dissertation, specifically the important steps of creatively applying the knowledge gained for practitioner consumption, as well as verbally presenting findings at a state, regional, or national conference. Cohort members can expect to put in significant additional time and energy in this course outside of class time. Focus will be primarily given to supporting the creative application of the dissertation product and preparing where and how the research can be verbally disseminated. Cohort members can expect to complete their EdD program in all aspects of the dissertation work are met by the end of this course. Prerequisites: Completion of EAD 667 and Enrollment in EdD in Educational Leadership program or by permission.

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/Aplanned for use:

None

Additional readings as assigned based on student need

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

Dr. Ian Mette, Associate Professor in Educational Leadership, 2-2 teaching load

Reason for new course:

We have reestablished our EdD program, a professional degree that focuses on producing scholarly practitioners who are capable of closing the theory-practice gap in educational leadership. To accomplish these goals, we are offering courses to meet the scheduling needs of the EdD program and help to dramatically improve degree completion rates. It will also provide support for EdD students to bridge the theory-practice gap in their own PK-12 contexts.

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 departments affected by this course development as there are no course overlaps. While no departments or programs have been affected, departments and programs will be aware of the development of this course through the COEHD Graduate Advisory Council (GAC). Additionally, this course development is required as currently there are no other eight-week EdD courses being taught. Moreover, we see the development of dissertation courses as vital to the effort to dramatically improve our dissertation completion rates.

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

This course will be offered once every two years as part of the EdD cohort program, which supports 12-15 EdD students in each cohort. If other COEHD programs see the need to use this type of course, it could be offered as needed throughout COEHD.

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 PreK-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.

EAD 668: Dissertation IV
Spring 2022 Semester (1/20-5/5)
159 Shibles
Thursdays, 4:00 PM – 8:30 PM

Ian M. Mette, PhD
334 Merrill Hall
ian.mette@maine.edu

Cell Phone: (207) 951-5659
Office phone: (207) 581-2733

General Description

The *Dissertation IV* course is designed to serve EdD members in the final phase of their dissertation, specifically the important steps of creatively applying the knowledge gained for practitioner consumption, as well as verbally presenting findings at a state, regional, or national conference. Cohort members can expect to put in significant additional time and energy in this course outside of class time. Focus will be primarily given to supporting the creative application of the dissertation product and pinpointing where and how the research can be verbally disseminated. Cohort members can expect to complete their EdD program is all aspects of the dissertation work are met by the end of this course.

Purpose

This course focuses on the creative application and verbal dissemination of the problem of practice studied that will be used by other practitioners to better inform PK-12 educational leadership. The course is intended to provide the supports needed to address a problem of practice and produce a quality creative product and verbally disseminate important findings for the education profession throughout the state and the country more broadly. By the end of the course, members will be able to:

1. Creatively apply and express expertise as a scholarly practitioner in their problem of practice.
2. Verbally express expertise in their problem of practice by sharing their study with other scholarly practitioners throughout the state, region, or country.

General Approach to Learning

The 2022 Spring Semester will go by quickly. Different from previous semesters, however, this course will continue to mark the departure from taking classes that teach cohort members new concepts, theories, frameworks, and methodologies, and instead asks EdD members to apply these to their own dissertation to address their problem of practice. As a cohort, you will continue to learn side-by-side with your colleagues from throughout the state, and as such your group experience will depend on your ability to support each other and provide feedback on the rigor of your work. Attendance in the class will continue to be crucial, as is coming prepared having completed all of the work that is being asked of you to keep you on your dissertation timeline. As such, you will progress through this semester – and the final upcoming semesters – by not just building your argument as to why your problem of practice is important, but how you have been able to address this as a scholarly-practitioner and how your work can inform other educators in the state and throughout the nation.

Attendance

Attendance in any class is important, but especially in an eight session course. Class members are allowed one absence per eight session class. ANY ABSENCE beyond the one allowed absence will automatically drop a final grade by one letter grade. More than two absences will result in a C, which is considered failing in graduate school. More than two courses with the letter grade of a C or below will result in removal from the EdD in Educational Leadership program.

Class Expectations

EdD class members should expect to average 10 hours of work outside of class each week to complete assignments, group work, readings, and course requirements.

Required Text:

None

Additional Readings:

As assigned throughout the course from previous coursework will be assigned based on needs of individuals and the cohort more broadly.

Class Sessions:

Thursday, January 20th, 4:00 PM – 8:30 PM
Thursday, February 3rd, 4:00 PM – 8:30 PM
Thursday, February 17th, 4:00 PM – 8:30 PM
Thursday, March 3rd, 4:00 PM – 8:30 PM
Thursday, March 17th, 4:00 PM – 8:30 PM
Thursday, March 31st, 4:00 PM – 8:30 PM

Thursday, April 14th, 4:00 PM – 8:30 PM
Thursday, May 5th, 4:00 PM – 8:30 PM

NOTE: Class members should fully expect to stay for the full four and a half hour block. We will take several breaks during these timeslots, but class members should also bring food and beverages to make sure they are alert and engaged during each four hour class.

Assignments

ASSIGNMENT	DUE	POINTS
Creative Application Proposal	2/17	20
Verbal Expression of Expertise	varies	20
Creative Application Project	5/5	40
Class Attendance and Participation	ongoing	20
	TOTAL	100

Assignment Descriptions:

Creative Application Proposal

- Based on their completed written dissertation, EdD members will submit a proposal that will allow them to work towards creating a practitioner friendly product that other scholarly practitioners can use to address their targeted problem of practice. Candidates will address how the proposal will further the dissertation, ensure a high quality product for others to use, exemplify their role as a scholarly practitioner, state a dissemination strategy, and ensure a timeline for the project is developed and met.

Verbal Expression of Expertise

- Based on their written dissertation product, EdD members will verbally present their topic at a state, regional, or national conference. Other acceptable venues will include addressing the Maine Legislature Education and Cultural Affairs Committee or an alternative venue supported by the EdD member's committee. The verbal presentation will be recorded and a self-reflection of the process will provided for review of the committee.

Creative Application Project

- Each EdD member will finalize their dissertation process by completing the creative application project. This project is intentionally designed to help EdD members 'think outside the box' to increase the likelihood of their dissertation helping other practitioners who are attempting to solve similar problems of practice.

Grading Scale

The grading scale for this course is based on a percentage of points earned out of total points offered, and follows the grade scale given below:

A	100-90	C	79-70	F	59 and below
B	89-80	D	69-60		

A grade of a C is considered failing in graduate school. More than two courses with the letter grade of a C or below will result in removal from the EdD in Educational Leadership program.

Missed Assignments/Make-Up Policy

Assignments are due by the start of class on the due date. Late work will be accepted with a credit deduction of 10% for each day each assignment is late. If you are absent the day an assignment is due, please make arrangements to have someone bring it in for you or email it to me by the due date to ensure full credit. Please see me individually if you have special concerns or circumstances.

Confidentiality within the Context of the Course

All of us are aware of the importance to school people and to the successful operation of schools of the use of sensitive information outside of the school. Therefore, I ask that we respect several levels of confidentiality. Information and experiences to which we will be privy can be categorized as follows:

a) information which may be shared in papers, anecdotes, and conversations with me;
b) information, which may be discussed in teams and in class presentations.

Appropriate treatment of the confidentiality of material rests, ultimately, with our good judgment.

College of Education and Human Development Policy on Incomplete Grades 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 allotted time period for removing the incomplete. The request for an exception to regulation, listing the circumstances necessitating the extension, the work that

remains unfinished and a specific deadline for completion, must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. An extension will be granted only under unusual circumstances. For grades of *I*, it is the student's responsibility to reach an understanding with the instructor concerning the completion of work.

Attendance and Participation

The course design is based on the assumption that each person (professor and student) is a teacher as well as a learner and that each of us has a responsibility to contribute to other group members' learning as well as our own. All class members are expected to actively participate both individually and in group-based activities. Class time includes a mix of lectures and group work but it is designed to include a great deal of student work as well. **Class sessions will be held each Thursday evening from 4:00 PM until 8:30 PM for the duration of the semester unless otherwise noted on the class schedule.**

Class member must be well prepared for each class session, having

(a) read the text chapter(s) and readings assigned
(b) completed assignments

Constructive participation in the class members sessions, through written feedback, and other activities is expected. Class members are expected to:

(a) contribute interesting, insightful comments
(b) present examples of concepts relevant to discussion topics
(c) paraphrase and build on comments of others
(d) raise good questions
(e) listen and respond appropriately to others

Positive participation: The student regularly contributes to class discussion and fully participates in activities, with sensitivity to classmates and value of the equal participation of all. Comments add to the learning experience, and are connected to both the readings and the student's relevant outside experiences. Student reads the text and is prepared with notations to contribute.

Negative participation: The student contributes to class discussion infrequently or rarely, and/or does not value and respect the contributions of classmates. Comments do not add to the learning being undertaken by the class as a whole. Does not fully participate or contribute to group activities. Comments are not connected to the readings and isolated to outside experiences only. Student does not read the text, and is not prepared to contribute.

Cooperative activities: Opportunities will be provided for learners to work on cooperative activities with peers that will encompass hands-on, inquiry-based, real life scenarios.

Attendance is required for all classes unless the student contacts the instructor prior to the start of class. Class members who miss more than one excused class will lose participation points. Additionally, class members who miss a class due to an excused absence will have a make-up assignment assigned at the instructor's discretion. The make-up work is due within one week of the missed class.

All written assignments will adhere to the Publication Manual of the American Psychological Association (APA)-6th Edition

Instructor's Role/Responsibility

- behave in a manner that values each individual
- make decisions based on our program objectives
- model our beliefs
- practice active listening
- take time to celebrate our successes and those of others
- place priority on building positive relationships
- value individual differences
- respond to email within two weekdays

Student's Role/Expectations

- attend all class sessions (**see attendance and participation**)
- actively participate in discussions and activities (**see attendance and participation**)
- read texts and handouts as assigned prior to, during, and after classes, and come to class having completed pre-reading assignments (**see attendance and participation**)
- turn in assignments on time (**see missed assignments and make-up policy**)
- actively check UMaine email accounts to stay updated on communication from instructor

Classroom 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. Additionally, in the event that weather disrupts this class, we may meet online. In the even that this occurs, I will send out an update via email no less than two hours in advance.

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.

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Additional University of Maine Graduate School Policies

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EAD 668
Dissertation IV
Spring 2022 Semester Overview

Class	Reading for Class	Assignments due at class
Class 1 Thursday, January 20th, 4:00 – 8:30 Course Overview & Support Structures Provided	Assigned as necessary	Begin to think about creative application proposal
Class 2 Thursday, February 3rd, 4:00 – 8:30 Thinking Creatively About Your Work	Assigned as necessary	Begin to write the creative application proposal
Class 3 Thursday, February 17th, 4:00 – 8:30 Finalizing Your Creative Approach	Assigned as necessary	Bring a final draft of your creative application proposal to share with your fellow classmates
Class 4 Thursday, March 3rd, 4:00 – 8:30 Supports for Your Creation	Assigned as necessary	Creative project work time
Class 5 Thursday, March 17th, 4:00 – 8:30 Verbal Presentation Timeline	Assigned as necessary	Creative project work time
Class 6 Thursday, March 31st, 4:00 – 8:30 Verbal Presentation Timeline	Assigned as necessary	Creative project work time

Class 7 Thursday, April 14th, 4:00 – 8:30 Verbal Presentation Timeline Looking to Finalize Your Creative Application Project	Assigned as necessary	Creative project work time
Class 8 Thursday, May 5th, 4:00 – 8:30 Putting It All Together		Submit the final version of your creative application project

Note: The instructor reserves the **right to make changes to the syllabus and course schedule as the** class proceeds. If necessary, these **changes will be announced in class or via email.**

THE UNIVERSITY OF MAINE

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 Nursing

COURSE DESIGNATOR NUR COURSE NUMBER 531 EFFECTIVE SEMESTER F2020

COURSE TITLE Advanced Health Appraisal and Physical Assessment (Lab)

REQUESTED ACTION

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

- [x] New Course
- [ ] New Course with Electronic Learning
- [ ] Experimental

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

- [ ] Designator Change
- [ ] Number Change
- [ ] Title Change
- [ ] Description Change
- [ ] Prerequisite Change
- [ ] Credit Change
- [ ] Cross Listing (must be at least 400-level)[1]
- [ ] Other (specify)

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)

Patricia Poirier

Digitally signed by Patricia Poirier
DN: cn=Patricia Poirier, o=University of Maine, ou=Nursing, email=patricia.poirier@maine.edu, c=US
Date: 2020.02.13 13:19:37 -05'00'

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

5 Mar 20

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):

Designator: NUR
Number: 531
Title: Advanced Health Appraisal and Physical Assessment
Prerequisites/Concurrent: NUR 503 or department permission
Credit Hours: 1
The learner will practice the knowledge and skills necessary to conduct a comprehensive health assessment of individuals throughout the lifespan through hands-on learning in a lab setting. Additionally, using virtual simulation, the learner will practice detailed history-taking, physical examination technique, and documentation of findings. A holistic and comprehensive approach is emphasized with attention to identifying the health promotion, health prevention needs, as well as the evaluation of common signs and symptoms that present in the primary care setting. The diagnostic reasoning skills needed in the advanced practice role are introduced and practiced.

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:

Bickley, L.S. &Szilagyi, P.G. (2017). Bates guide to physical examination and history taking (12th ed). Philadelphia, PA: Wolters Kluwer
Seller, R.H., & Symons, A.B. (2017). Differential diagnosis of common complaints (7th ed). Philadelphia, PA: Elsevier/Saunders
Shadow Health (2017). Digital Clinical Experience (version 5.0) software.

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

Sean Sibley, MSN, APRN, FNP-BC, NP-C
Mr. Sibley is a part-time faculty in the school of nursing. He currently teaches NUR 503, Advanced Health Appraisal and Physical Examination, which includes the didactic, clinical, and laboratory components. With the course components being separated, his workload will not change.

Reason for new course:

Currently, NUR 503 is a 5-credit course with didactic, laboratory, and clinical components. The proposal is to separate the components so they have unique numbers. This way, laboratory and clinical fees can be assessed to help offset the costs of these experiential components. Student overall credit requirements will not change.
Additionally, students who are in the Certificate of Advanced Study (CAS) frequently have the didactic component waived because of previous coursework. They can enroll only in the lab and/or clinical components that are required.

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.

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?

Annually fall in 2020; beginning in 2021 will be offered annually in summer. This will remain part of the faculty's current workload.

UNIVERSITY OF MAINE
SCHOOL OF NURSING
NUR 531: ADVANCED HEALTH APPRAISAL AND PHYSICAL ASSESSMENT LAB
FALL 2020

Schedule:	Online virtual simulation with lab emersion days and skills workshops *Refer to course schedule document*
Pre-requisites/ Concurrent:	**NUR 503 or department consent; NUR 532 for FNP students**
Credits:	1
Lab:	144 Dunn Hall, University of Maine, Orono
Faculty:	Sean Sibley, MSN, APRN, FNP-BC, NP-C Lecturer | 220 Dunn Hall Cell: 207.290.5665 E-mail: sean.sibley@maine.edu Office hours by appointment (in-person or Zoom)

COURSE DESCRIPTION

The learner will practice the knowledge and skills necessary to conduct a comprehensive health assessment of individuals throughout the lifespan through hands-on learning in a lab setting. Additionally, using virtual simulation, the learner will practice detailed history-taking, physical examination technique, and documentation of findings. A holistic and comprehensive approach is emphasized with attention to identifying the health promotion, disease prevention needs, as well as the evaluation of common signs and symptoms that present in the primary care setting. The diagnostic reasoning skills needed in the advanced practice role are introduced and practiced.

COURSE OBJECTIVES

Upon successful completion of the course the learner will:

1. Perform and document complete history-taking and physical assessment for well patients throughout the lifespan.
2. Identify patient-specific health promotion needs utilizing principles of life span development and be prepared to assist patients in setting goals for health promotion and risk reduction.
3. Apply research and guidelines from nursing and other relevant disciplines to practice using current evidenced based approaches.
4. Assess patients' health status over time with attention to safety, efficacy, agency, national guidelines, and the client's health goals, risk factors, and illness experience.
5. Demonstrate clinical reasoning skills in the identification of differential diagnoses and health needs of patients in primary care settings.
6. Clearly and effectively communicate findings to the patient, family, and other members of the health care team – verbally and written.
7. Understand the ethical implication of the health assessment and physical exam.

COURSE FORMAT

Lab (1 credit): Shadow Health Digital Computer Experience
Skills laboratory immersion meetings

COURSE EVALUATION

Immersion Session Participation	40%
SH Digital Computer Experience	60%

Course Grading:
A= 92-100; A-= 90-91; B+= 88-89; B= 82-87; B-= 80-81; C+= 78-79; C= 75-77; C-= 70-74

Shadow Health Assignments There are 8 Lab Assignments and 3 Focused Exam assignments for a total of 11 assignments which will be used for the total Digital Computer Experience grade in conjunction with the SOAP note write-up for the assignment. The two grades will be averaged together for each assignment with a SOAP note. The DCE Orientation, Conversation Concept Lab, Respiratory Concept Lab, Cardiovascular Concept Lab, and Abdominal Concept lab are required but will not be part of the grading. The Concept Labs are meant to help with understanding normal and abnormal findings. All DCE modules need to be completed by the dates stated on the SH course dashboard.

Evaluation: The Student Performance Index (SPI), is a score that combines the results of our suite of valid and reliable assessment instruments, automatically assessing a student's abilities in Subjective Data Collection, Objective Data Collection, Therapeutic Communication, and Information Processing. Shadow Health automatically translates the Student Performance Index score into a grade for each student, for each assignment. The Digital Clinical Experience Score reflects how student work compares to their peer learners across the country for a particular assignment. The Digital Clinical Experience Score (DCE), is a fair assessment of effort, and therefore is appropriate for use as an assignment grade. The DCE Score normalizes the Student Performance Index percent from the national average and standard deviation to a mean of 80%.

Immersion Session Participation
Your attendance is required. Please be advised that make up assignments for missed sessions can only be offered in extreme circumstances. Unexcused absences will result in a forfeit of 5/10 participation points.

- Be on Time: Show up to the lab. Be ready to work when the class time begins.
- Be Professional: This is a professional education program and is an extension of the field, therefore you are expected to treat class time as a professional setting.
- Be Prepared: Graduate students are expected to take responsibility for their education, and lifelong learning. Required readings and videos must be completed prior to each class session.
- Be Engaged: You are expected to be ready to work during the session. These sessions are not a passive experience - it requires your full presence and commitment to learning.

REQUIRED MATERIALS

Bickley, L. S. & Szilagyi, P.G. (2017). *Bates' guide to physical examination and history taking* (12th[th] ed.) Philadelphia, PA: Wolters Kluwer.

Seller, R. H., & Symons, A. B. (2017). Differential diagnosis of common complaints (7th ed.).

Philadelphia, PA: Elsevier/Saunders. (ISBN: 9780323512329

Shadow Health. (2017). Digital Clinical Experience (Version 5.0) [Software]. (ISBN: 978-0-9897888-0-9) Available from http://www.shadowhealth.com

RECCOMENDED MATERIALS

Bickley, L. S. (2017). *Bates' Pocket Guide to Physical Examination and History Taking.* (8th ed.) Philadelphia, PA: Wolters Kluwer.

Bickley, L. S. (2019). *Bates' Visual guide to physical examination.* [Software]. Available from https://batesvisualguide.com/

*Additional required readings, supplementary resources, and assignment guidelines will be posted on the Blackboard course site.

SHADOW HEALTH ADVANCED HEALTH ASSESSMENT PROGRAM

Students will register and pay for Shadow Health. Shadow Health will be available to you through the entire graduate program and into the future. The cost is $99/student.

For registration and purchase

1. Registration directions: http://link.shadowhealth.com/How-To-Register
    - If you already have a Shadow Health account, you do not need to register for an additional student account. To add a course to your existing account log in and follow these instructions: http://link.shadowhealth.com/How-To-Add-A-Course
2. Enter Course PIN: **PLACE HOLDER**
3. Pay with a credit card

Login page: http://app.shadowhealth.com

Technical requirements

1. Review requirements: http://link.shadowhealth.com/Minimum-System-Specifications
2. Tablets and mobile devices are not currently supported.
3. To use Speech-to-Text, you must complete assignments in Google Chrome

Shadow Health Support:

If at any time you have any questions or encounter any technical issues regarding the Digital Clinical Experience, please contact the Shadow Health support specialists by visiting the Learner Support Page at http://support.shadowhealth.com for contact information and hours. You may email the Learner Support team directly at support@shadowhealth.com at any time or by calling 800.860.3241.

HIPAA PROTECTED INFORMATION

All forms of class assignments and/or discussion are to be free of any and all information that could potentially lead to the identification of a patient or patient situation. While we recognize the value of dialogue surrounding circumstances that present as unique and perhaps can be seen as relevant for teachable moments, protecting patient information takes precedence. For the purpose of learning and improving care, potentially identifiable information should be masked so that all parties are protected. Violations of patient confidentiality will be handled by the School of Nursing

and according to agency policies wherein the violation has occurred.

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 (Sean Sibley) 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.

- The student who anticipates the need to be absent to accommodate his or her religious practice **must** notify faculty in advance of such anticipated absence. This notice should be provided at least one week in advance.

- Exams, assignments are required to be completed prior to the class/clinical/lab date. Clinical and lab make up shall be in compliance with the expectations as stated in each Clinical and Lab syllabi.

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

Course Objective	UMaine SON MSN Program Outcome	AACN MSN Essentials	Evaluation Method
Perform and document complete history-taking and physical assessment for well patients throughout the lifespan.	Evaluate and integrate a wide range of theories from nursing and related disciplines to provide high quality, culturally sensitive, and ethically based patient centered care.	Essentials VIII, IX	Didactic examinations, health history assignment, comprehensive competency testing, Shadow Health modules with SOAP notes NP: clinical evaluation tool, SOAP notes
Identify patient-specific health promotion needs utilizing principles of life span development and be prepared to assist patients in setting goals for health promotion and risk reduction.	Partner with professional colleagues and healthcare consumers to promote health and to prevent injury and illness in populations served by the advanced professional nurse.	Essential VIII	Didactic examinations, Shadow Health modules NP: clinical evaluation tool, SOAP notes
Apply research and guidelines from nursing and other relevant disciplines to practice using current evidenced based approaches.	Apply evidence from research and best practice models for the provision of patient centered care and the evaluation of healthcare outcomes.	Essentials I, IV	Case studies and discussion, Shadow Health modules NP: clinical evaluation tool, SOAP notes
Assess patients' health status over time with attention to safety, efficacy, agency, national guidelines, and the client's health goals, risk factors, and illness experience.	The MSN-FNP graduate will be able to serve as primary health care provider in the promotion of health, prevention of injury and illness, and management of acute and chronic health problems through the lifespan and across a variety of settings.	Essentials III, VIII	Didactic examinations, Shadow Health modules, case studies and discussion NP: clinical evaluation tool, SOAP notes
Demonstrate clinical reasoning skills in the identification of differential diagnoses and health needs of patients in primary care settings.	The MSN-FNP graduate will be able to serve as primary health care provider in the promotion of health, prevention of injury and illness, and management of acute and chronic health problems through the lifespan and across a variety of settings.	Essential IX	Didactic examinations, Shadow Health modules, case studies and discussion NP: clinical evaluation tool, SOAP notes

Clearly and effectively communicate findings to the patient, family, and other members of the health care team – verbally and written.	Demonstrate proficiency in the use of technology and information systems to enhanced knowledge, communicate with the healthcare team, mitigate error, establish differential diagnosis, and to support decision-making for advanced practice.	Essentials V, VII	Shadow Health modules and SOAP notes NP: clinical evaluation tool. SOAP notes
Discuss the influence of Healthy People 2020 and its effect on the practitioner's approach to health promotion.	Advocate for improved healthcare delivery and patient/community health outcomes through analysis of social, political and economic contexts.	Essentials I, IV	Didactic examinations
Understand the ethical implication of the health assessment and physical exam.	Incorporate ethical principles, legal and regulatory mandates, and professional standards in the advanced professional nursing role.	Essential II	Class discussion, didactic examinations

THE UNIVERSITY OF MAINE

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 Nursing

COURSE DESIGNATOR NUR COURSE NUMBER 532 EFFECTIVE SEMESTER F2020

COURSE TITLE Advanced Health Appraisal and Physical Assessment (Clinical)

REQUESTED ACTION

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

- [x] New Course
- [ ] New Course with Electronic Learning
- [ ] Experimental

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

- [ ] Designator Change
- [ ] Number Change
- [ ] Title Change
- [ ] Description Change
- [ ] Prerequisite Change
- [ ] Credit Change
- [ ] Cross Listing (must be at least 400-level)[1]
- [ ] Other (specify) _____

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)

Patricia Poirier

Digitally signed by Patricia Poirier
DN: cn=Patricia Poirier, o=University of Maine, ou=Nursing, email=patricia.poirier@maine.edu, c=US
Date: 2020.02.13 13:23:43 -05'00'

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

5 MAR 20

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):

Designator: NUR
Number: 532
Title: Advanced Health Appraisal and Physical Assessment (clinical)
Prerequisites/Concurrent: NUR 503 and NUR 531 (lab) or department permission
Credit Hours: 1
The learner will apply the knowledge and skills to conduct a comprehensive health assessment of individuals throughout the lifespan. the objective for the clinical is for the student to gain experience in conducting health appraisals and physical examinations on actual patients under the supervision of a licensed health care practitioner (MD, DO, CNP, PA). Strong emphasis will be based on complete and detailed history-taking, physical examination technique, and complete documentation of findings. A holistic and comprehensive approach is emphasized with attention to identifying the health promotion, health prevention needs, as well as the evaluation of common signs and symptoms that present in the primary care setting.

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:

Seller, R.H., & Symons, A.B. (2017). Differential diagnosis of common complaints (7th ed). Philadelphia, PA: Elsevior/Saunders
Recommended: Bickley, L.S. (2017). Bates' Pocket Guide to Physical Examination and History Taking (8th ed). Philadelphia, PA: Wolters Kluwer

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

Sean Sibley, MSN, APRN, FNP-BC, NP-C
Mr. Sibley is a part-time faculty in the school of nursing. He currently teaches NUR 503, Advanced Health Appraisal and Physical Examination, which includes the didactic, clinical, and laboratory components. With the course components being separated, his workload will not change.

Reason for new course:

Currently, NUR 503 is a 5-credit course with didactic, laboratory, and clinical components. The proposal is to separate the components so they have unique numbers. This way, laboratory and clinical fees can be assessed to help offset the costs of these experiential components. Student overall credit requirements will not change.
Additionally, students who are in the Certificate of Advanced Study (CAS) frequently have the didactic component waived because of previous coursework. They can enroll only in the lab and/or clinical components that are required.

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.

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?

Annually fall in 2020; beginning in 2021 will be offered annually in summer. This will remain part of the faculty's current workload.

UNIVERSITY OF MAINE
SCHOOL OF NURSING
NUR 532: ADVANCED HEALTH APPRAISAL AND PHYSICAL ASSESSMENT CLINICAL
FALL 2020

Schedule:	Determined in collaboration with preceptor
Pre-requisites/ Concurrent:	**NUR 503 and NUR531 (Lab) or department permission**
Credits:	1
Faculty:	Sean Sibley, MSN, APRN, FNP-BC, NP-C Lecturer | 220 Dunn Hall Cell: 207.290.5665 E-mail: sean.sibley@maine.edu Office hours by appointment (in-person or Zoom)

COURSE DESCRIPTION

The learner will apply knowledge and skills to conduct a comprehensive health assessment of individuals throughout the lifespan. The objective for this clinical is for the student to gain experience in conducting health appraisals and physical examinations on actual patients under the supervision of a licensed health care practitioner (MD, DO, CNP, PA).Strong emphasis will be based on complete and detailed history-taking, physical examination technique, and complete documentation of findings. A holistic and comprehensive approach is emphasized with attention to identifying the health promotion, disease prevention needs, as well as the evaluation of common signs and symptoms that present in the primary care setting.

COURSE OBJECTIVES

Upon successful completion of the course the learner will:

1. Perform and document complete history-taking and physical assessment for well patients throughout the lifespan.
2. Identify patient-specific health promotion needs utilizing principles of life span development and be prepared to assist patients in setting goals for health promotion and risk reduction.
3. Apply research and guidelines from nursing and other relevant disciplines to practice using current evidenced based approaches.
4. Assess patients' health status over time with attention to safety, efficacy, agency, national guidelines, and the client's health goals, risk factors, and illness experience.
5. Demonstrate clinical reasoning skills in the identification of differential diagnoses and health needs of patients in primary care settings.
6. Clearly and effectively communicate findings to the patient, family, and other members of the health care team – verbally and written.
7. Understand the ethical implication of the health assessment and physical exam.

COURSE FORMAT

Clinical (1 credit): Clinical practice for NP students

COURSE EVALUATION (students must receive a pass in all four areas in order to pass the course)

Clinical Reflection Log	Pass/Fail
Comprehensive H&P Documentation	Pass/Fail
Focused H&P Documentation (3)	Pass/Fail
80 Hours of Precepted Clinical Experience	Pass/Fail

Course Grading:
Pass- successful completion of all areas on rubric below; fail- one or more areas on rubric below not successfully completed

GRADING RUBRIC

	Pass	Fail
Clinical Reflection Log	Submitted on time Reflects upon skills and knowledge gained in health appraisal and physical examinations	Not submitted Lack of reflection on skills and knowledge gained
Comprehensive H&P Documentation	Submission of one comprehensive history and physical encompassing all systems and psychosocial components	History and physical is not comprehensive; several components not included or all components covered only superficially
Focused H&P Documentation	Submission of three focused history and physicals thoroughly covering the reason for the visit and findings appropriate to the visit	Submission of less than three focused history and physicals or focused history and physical documentation is not appropriate for the given reason for the visit
Precepted Clinical Experience	Documentation of a minimum of 80 precepted clinical experience A score of "2" or higher on all areas of the clinical evaluation tool	Less than 80 precepted clinical hours A score of "0" or "1" on any area of the clinical evaluation tool

CLINICAL FOR NP TRACK STUDENTS

Nurse practitioner students are required to complete eighty (80) hours of supervised training in a clinical setting during this course. It is advised that the student spend eight (8) hours per week for ten (10) weeks at the site. The objective for this clinical is for the student to gain experience in conducting health appraisals and physical examinations on actual patients.

The student is expected to make arrangements with a clinical site and have a nurse practitioner, physician, or physician assistant work closely with the student as a preceptor. The preceptor will provide a written evaluation of the student's clinical experience. Additionally, course faculty or

designee will conduct at least one site visit to observe the student.

A clinical log and four (4) written History and Physical documents will be submitted; at least one (1) complete history and physical and three (3) focused histories and physicals.

The student must be evaluated as passing in the clinical site by the preceptor and the faculty. This means that the student must not have less than "2" in each area evaluated using the clinical evaluation tool. If the student is not performing satisfactorily in the clinical site and has passed the didactic portion, a grade of D will be assigned. If the student has not performed satisfactorily in the clinical site and has failed the didactic portion, a grade of E will be assigned. If the student has performed satisfactorily in the clinical site but has failed the didactic portion, a grade of E will be assigned.

No missed clinical time is acceptable, a total of 80 hours must be completed. If time is missed due to preceptor absence or student absence, the student still must complete 80 hours of precepted clinical experience.

Students are asked to remember that preceptors receive no financial remuneration for this service. Preceptors do this because of a sense of responsibility to the next generation of nurse practitioners. Students who need to be removed from a clinical setting may be in jeopardy of failing the course.

REQUIRED MATERIALS

Seller, R. H., & Symons, A. B. (2017). Differential diagnosis of common complaints (7th ed.). Philadelphia, PA: Elsevier/Saunders. (ISBN: 9780323512329

RECCOMENDED MATERIALS

Bickley, L. S. (2017). *Bates' Pocket Guide to Physical Examination and History Taking.* (8th ed.) Philadelphia, PA: Wolters Kluwer.

*Additional required readings, supplementary resources, and assignment guidelines will be posted on the Blackboard course site.

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Course Objective	UMaine SON MSN Program Outcome	AACN MSN Essentials	NONPF NP Core Competencies	Evaluation Method
Perform and document complete history-taking and physical assessment for well patients throughout the lifespan.	Evaluate and integrate a wide range of theories from nursing and related disciplines to provide high quality, culturally sensitive, and ethically based patient centered care.	Essentials VIII, IX	Independent Practice Competencies: 3, 4	Didactic examinations, health history assignment, comprehensive competency testing, Shadow Health modules with SOAP notes NP: clinical evaluation tool, SOAP notes
Identify patient-specific health promotion needs utilizing principles of life span development and be prepared to assist patients in setting goals for health promotion and risk reduction.	Partner with professional colleagues and healthcare consumers to promote health and to prevent injury and illness in populations served by the advanced professional nurse.	Essential VIII	Independent Practice Competencies: 3a, 3c	Didactic examinations, Shadow Health modules NP: clinical evaluation tool, SOAP notes
Apply research and guidelines from nursing and other relevant disciplines to practice using current evidenced based approaches.	Apply evidence from research and best practice models for the provision of patient centered care and the evaluation of healthcare outcomes.	Essentials I. IV	Scientific Foundation Competencies: 3, 4 Quality Competencies: 1, 2	Case studies and discussion. Shadow Health modules NP: clinical evaluation tool, SOAP notes
Assess patients' health status over time with attention to safety, efficacy, agency, national guidelines, and the client's health goals, risk factors, and illness experience.	The MSN-FNP graduate will be able to serve as primary health care provider in the promotion of health, prevention of injury and illness, and management of acute and chronic health problems through the lifespan and across a variety of settings.	Essentials III, VIII	Independent Practice Competencies: 3c, 3e	Didactic examinations, Shadow Health modules, case studies and discussion NP: clinical evaluation tool, SOAP notes
Demonstrate clinical reasoning skills in the identification of differential diagnoses and health needs of patients in primary care settings.	The MSN-FNP graduate will be able to serve as primary health care provider in the promotion of health, prevention of injury and illness, and management of acute and chronic health problems through the lifespan and across a variety of settings.	Essential IX	Independent Practice Competencies: 3b	Didactic examinations, Shadow Health modules, case studies and discussion NP: clinical evaluation tool, SOAP notes

Clearly and effectively communicate findings to the patient, family, and other members of the health care team -- verbally and written.	Demonstrate proficiency in the use of technology and information systems to enhanced knowledge, communicate with the healthcare team, mitigate error, establish differential diagnosis, and to support decision-making for advanced practice.	Essentials V, VII	Technology and Information Literacy Competencies: 2	Shadow Health modules and SOAP notes NP: clinical evaluation tool, SOAP notes
Discuss the influence of Healthy People 2020 and its effect on the practitioner's approach to health promotion.	Advocate for improved healthcare delivery and patient/community health outcomes through analysis of social, political and economic contexts.	Essentials I, IV	Independent Practice Competencies: 3a	Didactic examinations
Understand the ethical implication of the health assessment and physical exam.	Incorporate ethical principles, legal and regulatory mandates, and professional standards in the advanced professional nursing role.	Essential II	Ethics Competency: 1, 2, 3	Class discussion, didactic examinations

THE UNIVERSITY OF MAINE

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 Computing and Information Science

COURSE DESIGNATOR SIE COURSE NUMBER 504 EFFECTIVE SEMESTER Fall 2020

COURSE TITLE The Beauty and Joy of Computing

REQUESTED ACTION

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

- [x] New Course
- [x] New Course with Electronic Learning
- [ ] Experimental

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

- [ ] Designator Change
- [ ] Number Change
- [ ] Title Change
- [ ] Description Change
- [ ] Prerequisite Change
- [ ] Credit Change
- [ ] Cross Listing (must be at least 400-level)[1]
- [ ] Other (specify)

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)**

3/2/20

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

3-10-20

College Dean(s)

3/10/2020

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):

This is an introductory course in computer science designed to prepare students with the skills and knowledge necessary to teach the first Advanced Placement (AP) course "Computer Science Principles", but will also be useful for students wishing to integrate computer science concepts into other academic disciplines. The course covers the AP Principles Framework and Computational Thinking Practices.

Credits 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:

• Computer Science Illuminated, (7th Ed) ,Lewis, J. & Dale, N. 2019, Jones & Bartlett Learning ISBN: 9781284155648

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

Constance C Holden
Professor of Developmental Math & Science at UMA
Adjunct Professor of Spatial Information Science and Engineering
4 undergraduate courses/semester

Reason for new course:

This will be the first course in a new graduate certificate.

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.

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?

SIE 504: The Beauty and Joy of Computing

School of Computing and Information Science, University of Maine

Contact Information

Constance C. Holden
Professor of Developmental Math & Science
University of Maine at Augusta

Adjunct Professor of Spatial Information Science & Engineering
University of Maine

Email: cholden@maine.edu
Phone: 262-7894

Office Hours TBA

Course Description

This is an introductory course in computer science designed to prepare students with the skills and knowledge necessary to teach the first Advanced Placement (AP) course "Computer Science Principles", but will also be useful for students wishing to integrate computer science concepts into other academic disciplines. The course covers the AP Principles Framework and Computational Thinking Practices.

Credits 3

Course Objectives

- Develop computational thinking strategies and the student's ability to analyze problems.
- Develop an understanding of how computers work, and some of the "big ideas" in computer science such as: abstraction, data, algorithms and the social impacts of the technology.
- Develop skill in a visual programming language.
- Prepare the students to teach the AP course "Computer Science Principles".

Learning Outcomes

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

- Discuss the social implications of technology.
- Explain how data is stored and manipulated.
- Explain the roll of operating systems in managing and interacting with the computer.
- Write computer programs including conditionals, iteration, recursion and lists
- Describe ways computer networks are used to communicate and share resources and facilitate web processing
- Integrate computer programming into their classroom.

Course Outline

This course will consist of video lectures, readings and programing activities.

Primary Resources

- Snap! (snap.berkeley.edu/run)
- Beauty and Joy of Computing Curriculum (bjc.edc.org)
- *Computer Science Illuminated*, (7th Ed) ,Lewis, J. & Dale, N. 2019, Jones & Bartlett Learning ISBN: 9781284155648

Course Schedule

	Text Material	Programming Activities
Week 1	Exploring "Unplugged Activities" Laying the Groundwork - Ch. 1	*Computer Science Unplugged,* https://csunplugged.org/en/
Week 2 & 3	An Introduction to Programming - Ch. 6 & 7	Getting started with Snap and Creating your first App.
Week 4	An Introduction to Programming (cont.) - Ch. 8 & 9	Improving Your App with Variables
Week 5 & 6	Data Storage and Representation – Ch. 2 & 3	Data Processing and Lists
Week 7 & 8	Operating Systems – Ch. 10 & 11	Algorithms and Simulations
Week 9 & 10	Applications – Ch. 12 - 13	Fractals a & Recursion
Week 11	Applications (cont.) Ch. 14	Recursive Functions
Week 12	Networks and the Web – Ch. 15 & 16	Project work
Week 13	Computer Security – Ch. 17	Project work
Week 14	Limitations of Computing – Ch. 18	Project work
Week 15	Final Exam	Project Due

Grading

Homework (40%)

Programming assignments will be due on a weekly basis until week 12. Students will be encouraged to work together to solve problems, but the work submitted must be the student's own. Late assignments will be penalized 3 points per day.

Project (40%)

Each student will be assigned a programming project to be completed on or before the scheduled final exam. The project will include both a programming and non-programming component.

Final Exam (20%)

This will be based on the lecture and the assigned readings.

Campus Policies

Student Accessibility Services Statement:
https://umaine.edu/scis/notices/#disability

Academic Honesty Statement:
https://umaine.edu/scis/notices/#honesty

Nondiscrimination Notice:
https://umaine.edu/scis/notices/#nondiscrm

Student Conduct Code:
https://umaine.edu/scis/notices/#code

Classroom Civility
https://umaine.edu/scis/notices/#civility

Sexual Discrimination Reporting:
https://umaine.edu/scis/notices/#sexdiscrm

Course Schedule Disclaimer:
https://umaine.edu/scis/notices/#disclaimer

Epidemic Contingency Plan:
https://umaine.edu/scis/notices/#epidemic

Copyright Notice for Website Material
https://umaine.edu/scis/notices/#copyright

THE UNIVERSITY OF MAINE

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 Computing and Information Science

COURSE DESIGNATOR SIE COURSE NUMBER 508 EFFECTIVE SEMESTER Spring 2021

COURSE TITLE Object Oriented Programming

REQUESTED ACTION

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

- [x] New Course
- [x] New Course with Electronic Learning
- [ ] Experimental

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

- [ ] Designator Change
- [ ] Number Change
- [ ] Title Change
- [ ] Description Change
- [ ] Prerequisite Change
- [ ] Credit Change
- [ ] Cross Listing (must be at least 400-level)[1]
- [ ] Other (specify)

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)

3/2/20

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

3-10-20

College Dean(s)

3/10/2020

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):

SIE 508 Addresses the integration of software components into large-scale software architecture. This course introduces advanced programming skills and focuses on programming and design using a high-level object-oriented language with emphasis on Python or Java with some coverage of the other. The core concepts of object-oriented programming are examined and practical applications in the domain of data science and as seen in stacks, queues, lists, and trees are explored. Prerequisite: SIE507, or programming experience in Python, or permission of the instructor Credits; 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:

Mastering Object-Oriented Python: Build powerful applications with reusable code using Python 3.7, 2nd Edition, Steven F. Lott or Java Foundations: Introduction to Program Design & Data Structures, 4th edition

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

Dr. Silvia Nittel, Associate Professor, 2/1 teaching load

Reason for new course:

Current SIE graduate offerings lack depth and diversity in programming languages, which this course aims to solve. The course will be used to teach object-oriented programming paradigms. It will serve both on-campus and online students.

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.

To the best of our knowledge, there is no overlap of this course with any other course on campus. The only prerequisite is taught within the same unit.

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?

Typically each Spring semester. No overloads anticipated.

Syllabus and Course Description

SIE 508 Object Oriented Programming

Course Description

SIE 508 Object Oriented Programming. Addresses the integration of software components into large-scale software architecture. This course introduces advanced programming skills and focuses on programming and design using a high-level object-oriented language with emphasis on Python or Java with some coverage of the other. The core concepts of object-oriented programming are examined and practical applications in the domain of data science and as seen in stacks, queues, lists, and trees are explored.
Prerequisite: SIE507, or programming experience in Python, or permission of the instructor
Credits: 3

Prerequisite: Graduate standing, SIE507, or programming experience in Python, or permission of the instructor

URL for Course: forthcoming

Faculty Information

Dr. Silvia Nittel (regular semester instructor: Python emphasis)
Associate Professor of Spatial Informatics
School of Computing and Information Science
334 Boardman Hall
University of Maine
silvia.nittel@maine.edu

Office Hours:

Office hours for this course are announced at the beginning of each session. Alternatively, contact the instructor.

Instructional Materials:

1. Computers:

Each student is required to have access to a laptop, which will be used in class for hands-on exercises during class (any platform is ok, Windows, Mac OS or Linux but not Chrome book)

2. Textbooks:

Instructor Nittel:

Mastering Object-Oriented Python: Build powerful applications with reusable code using OOP design patterns and Python 3.7, 2nd Edition, Steven F. Lott (June 14, 2019), **ISBN-10:** 1789531365

and/or

Java Foundations: Introduction to Program Design & Data Structures, 4th edition
By John Lewis, Peter DePasquale, and Joseph Chase

3. Software:

Latest version of the Python Programming language and an Integrated Development Environment (IDE) such as PyCharm.
and/or
Latest version of both Eclipse IDE and Java JDK (currently version 12)

Course Goals:

- Introduce the principles of object-oriented programming in a higher-level programming language, such as Python or Java
- Analyze a problem statement to develop a mental model of objects necessary to create a software architecture
- Utilize object-oriented programming to frame software architectures, with care towards separation of concerns and abstraction
- Gain skills in designing, and programming software for reuse of code.
- Establish development methods in object-oriented programming to qualify students for teaching the language in other settings

Student Learning Outcomes:

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

- Develop understanding of writing object-oriented programs that combine functions and data.
- Analyze a problem statement to develop a mental model of objects necessary to create a software architecture
- Combine previously written code into larger programs
- Translate abstract concepts into Class's in software
- Apply the object-oriented programming language to develop software, including programs utilizing multiple Class's
- Instruct others in the use of the object-oriented programming language

Course Outline A

(Offering if using Python as the primary language)

1. Course Schedule

This course consists of regularly offered on-campus lectures and student-engaged code writing sessions with on-campus and online live graduate students. These sessions are also recorded for viewing by distance students that are unable to attend live virtually. Evening hour virtual office hours are made available such that all distance students are able to attend at a minimum of one hour per week and on-campus students are as well invited to attend these sessions.

Week 1	1. Intro and Overview 2. Principle of Software Engineering and Reusing and Extending Code
Week 2	3. Review of Fundamentals of Procedural Programming

Week 3	4. Objects
Week 4	5. Data Abstraction 6. Information Hiding & Encapsulation
Week 5	7. Constructors, destructors, and object creation 8. Name space and references
Week 6	9. Class Methods 10. Methods Overloading
Week 7	11. Inheritance 12. Inheritance
Week 8	13. Polymorphism 14. Polymorphism
Week 9	15. Abstract Classes 16. Abstract Methods
Week 10	17. Exceptions 18. Exception Handling
Week 11	19. Templates
Week 12	20. Practical Example: Data Science Classes
Week 13	21. Practical Example: Data Science Classes
Week 14	22. Example translations of concepts in Python to Java 23. Practical Example: Data Science Classes
Week 15	24. Student final project presentations

2. Grading and Course Expectations

As a graduate level course, you are expected to exhibit high quality work that demonstrates sound understanding of the concepts and their complexity. Earning an "A" represents oral and written work that is of exceptionally high quality and demonstrates superb understanding of the course material. A "B" grade represents oral and written work that is of good quality and demonstrates a sound understanding of course material. A "C" grade represents a minimally adequate completion of assignments and participation demonstrating a limited understanding of course material and therefore reflects unacceptable performance. This class has no exams; only homework and/or project assignments. Active live class participation (virtual or on-campus) is expected and may take the form of active participation in the live class sessions or regular participation in virtual office hours with the instructor with at least one time each week meeting the schedule needs of all students.

Grading criteria:

Homework assignments (programming, presentations) – 60%
Active participation – 10%
Final Project (programming project and presentation) – 30%

Policies:

Students are expected to attend class sessions (in person or virtual) or office hours (virtual).
Late assignments will result in 10% deduction in grade.

Course Outline B

(Offering if using Java as the principle language and if offered during the summer)

This course consists of regularly offered on-campus lectures and student-engaged code writing sessions with on-campus and online live graduate students. These sessions are also recorded for viewing by distance students that are unable to attend live virtually. Students are expected to have reviewed assigned reading material prior to attending class live or prior to viewing each video lecture.

Evening hour virtual office hours are made available through Zoom such that all distance students are able to attend at a minimum of one hour per week and on-campus students are as well invited to attend these sessions.

In addition to regular homework delivered through Blackboard, two projects will be due at the midpoint and end of the term.

1. Course Schedule

Week 1	Java Introduction and Fundamentals	Chapters 2 and 4
Week 2	Object-oriented Programming Introduction	Chapter 3
Week 3	Abstraction and Encapsulation	Chapter 5
Week 4	Inheritance and Polymorphism	Chapter 8 and 9
Week 5	Data Structures Introduction	Sections 7.1, 7.2, 7.3, 7.6, 12.1, 12.2, 12.3, 12.6
Week 6	Finish Data Structures and Hash Tables	Sections 13.1, 13.2, 13.3, 13.4, 15.1, 15.2, 15.3, 15.5

2. Grading and Course Expectations

Grading:
Grades are primarily based upon performance on homework (40%), two projects (40%), and their proposals (20%).

Project 1 Proposal Date:	TBA
Project 1 Due Date:	TBA
Project 2 Proposal Date:	TBA
Project 2 Due Date:	TBA

Homework:
There will be several assignments in this course that will typically be due on TBA. Each may include conceptual questions, which will require a written answer. There will also be a coding component, generally involving the creation of a small program demonstrating our most recently covered topic. Depending on the breadth of the assignment, there will be either one or two weeks to complete them.

Once during the course, you may submit an assignment late without any penalty. The

only requirement for this is that you state before the due date that you need this time (through Blackboard). In this case, you will receive three extra days to complete your assignment, with it due on TBA. *There are no other late assignments allowed during the course semester. If necessary you must submit what you have!*

Projects:
As part of the course you will develop two programming projects. Each project may be of your own design, though you will be required to write a proposal and get your idea approved. Your projects must demonstrate the breadth of programming knowledge you gain during the course. You are encouraged to pick a problem related to your interests or work that you would like to attempt to solve, regardless of how difficult it appears. You will be graded only on what you submit, not by how closely you accomplish your proposal.

Collaboration Policy (applies to both the regular semester and summer offerings)

Because it is important for students to be able to develop and demonstrate the ability to create programs, this course has very strict rules on the degree of collaboration allowed on homework and projects. Because it is important for software developers to be able to work both independently and in teams, we will allow for collaboration on some assignments. Whenever a student collaborates in any way with anyone, he/she must list the names and email addresses of those they collaborated with in the header to their assignment.

Actions that are always allowed:

- Getting help from the instructor
- Sharing or copying notes from lecture
- Discussing general assignment design with classmates (list their names in your header comment)
- Comparing the results of your program with that of others
- Discussing how to test your code with classmates
- Forming study groups to discuss course concepts (other than assignments)
- Working together on practice problems
- Talking about solutions to an assignment after the due date has passed and all involved students have already turned in their assignment
- Open discussion of issues during live virtual class sessions and virtual office hours with the instructor (no need to list others present)

Actions that are never allowed:

- Copying someone else's code
- Writing code for someone else
- Looking at someone's code without their permission
- Looking for or copying the solution to an assignment from the Internet
- Collaborating with someone who is not a current SIE 508 student
- Buying a solution to an assignment
- Collaborating in an allowable manner but not listing collaborator names in your header comment

Standard Syllabus Notices

- Important Disability Notice

- Academic Honesty Notice
- Nondiscrimination Notice
- UMaine Student Code of Conduct
- Classroom Civility
- Sexual Discrimination Reporting
- Course Schedule Disclaimer
- Contingency Plans in the Event of an Epidemic

THE UNIVERSITY OF MAINE

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 School of Computing and Information Science

COURSE DESIGNATOR SIE COURSE NUMBER 517 EFFECTIVE SEMESTER Spring 2021

COURSE TITLE Spatial Interaction Design

REQUESTED ACTION

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

- [x] New Course
- [x] New Course with Electronic Learning
- [ ] Experimental

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

- [ ] Designator Change
- [ ] Number Change
- [ ] Title Change
- [ ] Description Change
- [ ] Prerequisite Change
- [ ] Credit Change
- [ ] Cross Listing (must be at least 400-level)[1]
- [ ] Other (specify)

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)**

3/2/20

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

Thane Fremon 3-10-20

College Dean(s) Timothy Mc Gee 3/10/2020

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):

SIE 517 The main objective of this course is to provide a hands-on experience of interaction design research practice focusing on interactive prototype construction. This project-based interdisciplinary course engages students with the fundamentals of interaction design and applied interaction design methods to shape behavior between people and products, services, and environments. Credits: 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:

Interaction Design: Beyond Human-Computer Interaction, 4th Edition (http://www.id-book.com)

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

Dr. Nimesha Ranasinghe, Assistant Professor, 2/1 teaching load

Reason for new course:

At present, Spatial Computing has been identified as one of the future visions of computing and information sciences. In the age of spatial computing, human beings are engaging in a shift from how we interacted with static computers in the past, to how we can engage with the immersive, engaging technology of today. Spatial computing explains how we're increasingly stepping inside of the world of computers, rather than just interacting with them from a distance.

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.

To the best of our knowledge, there is no overlap of this course with any other course on campus. There will be no prerequisites for this course.

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?

Typically each Spring semester. No overloads anticipated.

SIE 517: Spatial Interaction Design (SIxD)

Course Description
The main objective of this course is to provide a hands-on experience of interaction design research practice focusing on the interactive prototype construction. The principles and technologies of interaction design will be learned by adding expressive interactions to objects and spaces around us (spatial interactions). Interaction Design (IxD) discovers people's needs, understands the context of use, frames product opportunities, and propose useful, usable, and desirable (usually digital) products. Interaction designers often work with narrative to explore and refine desired behaviors and user experience. This interdisciplinary course (projects based) will engage students with the fundamentals of interaction design and applied interaction design methods to shape behavior between people and products, services, and environments. First, we will select a specific location in a domestic setting (for example, the kitchen, dining room, office space, or the playground), then discuss and develop digital interactions for novel experiences.

Credits: 3

Prerequisites
None

URL for Course: forthcoming

Faculty Information
Dr. Nimesha Ranasinghe
School of Computing and Information Science
333 Boardman Hall
University of Maine
r.ranasinghe@maine.edu

Office Hours
Office hours for this course are announced at the beginning of each session. Alternatively, contact the instructor.

Instructional Materials:

1. Computers:
Each student is required to have access to a laptop, which will be used in class for hands-on exercises during class (any platform is ok, Windows, Mac OS or Linux but not Chrome book)

2. Textbooks:
Interaction Design: Beyond Human-Computer Interaction, 4th Edition
(http://www.id-book.com)
(Power-point slides, research papers, and other materials will be available in Blackboard)

3. Software and other material:
Free and open source software and hardware platforms will be used where necessary

Course Goals:

- Understand the importance of user-centred design and methods of user information gathering
- Understand and apply basic principles of interaction design (conduct user research, determine the information architecture of a digital product, design user flows and wireframes, create prototypes, conduct user testing, etc.)
- Understand how the sensory, cognitive and physical capabilities of users inform the design of interactive products (Problem solving, presentation skills, collaboration and team work, empathy, curiosity, flexibility, interview skills, etc.)
- Learn basic technical skills (where necessary) – Prototyping with Arduino, Processing, etc.

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

- Analyse and critique the design of interactive products (how to make any object digitally interactive)
- Select, adapt and apply suitable interaction design approaches and techniques towards the design of an interactive product
- Demonstrate the ability to provide usable solutions to complex problems with the skills developed in the course
- Publish their creative work!

Course Outline

1. Course Schedule
This course consists of regularly offered on-campus lectures and student-engaged project development sessions with on-campus and online live graduate students. These sessions are also recorded for viewing by distance students that are unable to attend live virtually. Evening hour virtual office hours are made available such that all distance students are able to attend at a minimum of one hour per week and on-campus students are as well invited to attend these sessions.

Week 1	1. Intro and Overview (present and discuss about the objectives of the class, class outline and project outline.) 2. What is "IxD"? 3. Introduction to sketching ideas.
Week 2	4. The Human, Computer, and Interaction 5. Interaction Design Practice (covering iterative design processes, the historical context of Interaction Design, idea hexagon etc.)
Week 3	6. Interfaces and sensing intelligence - how can an object become intelligent? This class will look at enhancing passive objects as intelligent devices (sensors). From the idea sketches, the class will take a hands on approach to making a sensing devices 7. Design thinking workshop (AEIOU framework) - Projects start
Week 4	8. Actuating for Expressivity and interactivity (Can a passive object express itself? This class will look at physically animating / actuating passive objects.)

	9. Interactive workshops (Arduino, Sensors and actuators, Processing)
Week 5	10. Processing Interactivity (this class will look at implementing the interaction experience through making a completely interactive object. Apply the principles learned in class 2.)
Week 6	11. Cognitive aspects and Emotional interaction
Week 7	12. Prototyping (draft presentation and demo mid-fi prototype) - Each teams are expected to briefly present the details of their concept including the idea, implementation plan. In addition, discussions of the top HCI concepts and papers will be presented.
Week 8	13. Gathering user feedback and Data analysis
Week 9	14. User Experiments/feedback, Refinements to prototypes
Week 10	15. User Experiments/feedback, Refinements to prototypes
Week 11	16. Project updates and start writing draft reports / research papers
Week 12	17. Mini conference style demo day (Elevator pitch + Hi-Fi prototype demo) + Guest lecture
Week 13	18. What's next?

2. Grading and Course Expectations

As a graduate level course, you are expected to exhibit high quality work that demonstrates sound understanding of the concepts and their complexity. Earning an "A" represents oral and written work that is of exceptionally high quality and demonstrates superb understanding of the course material. A "B" grade represents oral and written work that is of good quality and demonstrates a sound understanding of course material. A "C" grade represents a minimally adequate completion of assignments and participation demonstrating a limited understanding of course material and therefore reflects unacceptable performance. This class has no exams; only homework and/or project assignments. Active live class participation (virtual or on-campus) is expected and may take the form of active participation in the live class sessions or regular participation in virtual office hours with the instructor with at least one time each week meeting the schedule needs of all students.

Grading criteria:

4 assignments (IRMD) – 40%
Midterm evaluation (mid-fi projects) – 10%
Reflections – 10%
Final project demonstrations (hi-fi projects) – 30%
Class participation – 10%

Policies:

Students are expected to attend class sessions (in person or virtual) or office hours (virtual).
Late assignments will result in 10% deduction in grade.

Standard Syllabus Notices

- Important Disability Notice
- Academic Honesty Notice
- Nondiscrimination Notice
- UMaine Student Code of Conduct
- Classroom Civility
- Sexual Discrimination Reporting
- Course Schedule Disclaimer
- Contingency Plans in the Event of an Epidemic

THE UNIVERSITY OF MAINE

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 erin.twitchell@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT **Spatial Information Science and Engineering**

COURSE DESIGNATOR **SIE** COURSE NUMBER **580** EFFECTIVE SEMESTER **Spring 2021**

COURSE TITLE **Ontology Engineering Theory and Practice**

REQUESTED ACTION

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

- [x] New Course
- [x] New Course with Electronic Learning
- [ ] Experimental

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

- [ ] Designator Change
- [ ] Number Change
- [ ] Title Change
- [ ] Description Change
- [ ] Prerequisite Change
- [ ] Credit Change
- [ ] Cross Listing (must be at least 400-level)[1]
- [ ] Other (specify) _____

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)

3/4/20

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

3-10-20

College Dean(s)

3/10/2020

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):

SIE 580: Ontology Engineering Theory and Practice
prerequisites: SIE 505 or instructor permission
credit hours: 3

Ontologies are explicit specifications of information models and their semantics in formats that are interpretable by humans and computers.
The course introduces the philosophical and logical foundations of ontologies and surveys formalisms, modern languages and methods for designing, analyzing and using ontologies. The stages of ontology development from conceptual design to ontology evaluation and verification are studied and practiced using concrete domains.

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:

No textbook, assigned readings from a variety of scholarly sources as exemplified by the attached syllabus.

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

Torsten Hahmann
Assistant Professor, School of Computing and Information Sciences; teaching load: 3 courses per academic year

Reason for new course:

This course has been offered twice (Spring 2015 and Spring 2017) as a graduate topics course in SIE (under SIE 598 designator) as introduction to the development and use of ontologies in information systems for students working towards a MS or PhD degree. It teaches the philosophical, logical and methodical foundations necessary for conducting research in this field. It is primarily geared to graduate students in SIE and COS, but is open to other graduate students with interest in ontologies and knowledge management in their domain (Earth Sciences, Life Sciences, Marine Sciences, etc.) It can also be taken by advanced undergraduate students in COS.

To accommodate distance students in the SIE programs (Information Systems, Spatial Informatics) and other programs (Bioinformatics, Professional Master's) that are typically not on campus, the course will be offered in two parallel sections: an on-campus section and a distance section.

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 is no overlap with any existing courses and there are no prerequisites from other programs or departments.

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?

No. The course has and will be offered every other year by Dr. Hahmann as part of his regular teaching load.

SIE 580: Ontology Engineering Theory and Practice, Spring 2017

School of Computing and Information Science, University of Maine

1 Contact Information

Torsten Hahmann
Assistant Professor of Spatial Informatics
344 Boardman Hall
torsten.hahmann@maine.edu
(207) 581-3943

How to contact me: I'm in my office most other days, so for short questions, feel free to drop by when my door is open. Directly after class is usually the best time to catch me. You can also email or phone me for short questions or to set up an appointment. Email is usually the simplest way to get hold of me even when I'm not in the office.

2 Course Description

Ontologies are explicit specifications of information models and their semantics in formats that are interpretable by humans and computers. The course introduces the philosophical and logical foundations of ontologies and surveys formalisms, modern languages and methods for designing, analyzing and using ontologies. The stages of ontology development from conceptual design to ontology evaluation and verification are studied and practiced using concrete domains.

3 Course Objectives

- Introduce students to a variety of informal methods and logic-based formalisms to analyze and capture the semantics of knowledge;
- Equip students with the basic toolset to develop ontologies using a range formalisms and choosing a formalism suitable for the scope and application of the ontology;
- Enable students to evaluate their own ontologies and ontologies from the literature.

4 Student Learning Outcomes

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

- independently read, comprehend, summarize, and evaluate ontologies as encoded in ontology languages or information systems or as presented in scholarly publications;
- extract the vocabulary relevant for a given domain and represent its key concepts and relations in an organized and precise way using established ontological languages and knowledge representation formalisms;

- apply computational tools to verify ontologies and reason about them, and explain the basic computational techniques they are based on;
- discuss the advantages and the limitations of different languages and formalisms (in particular expressiveness and tractability concerns) for ontology engineering and choose a language suitable for a given problem;
- discuss the different types of ontologies, their uses and limitations.

5 Course Outline

This course gives an introduction and a hands-on experience covering a selection of the most important formalisms, languages, and approaches to capture the semantics of a domain or application of interest in an ontology interpretable by computers and humans. The course consists of a mix of lectures, paper presentations and discussions, and a group project related to a domain/application of your own interest (such as geology, hydrology, building information, genomics, anatomy, e-commerce, health informatics, etc.).

The class meets (tentatively) Monday, Wednesday, and Fridays 2:10-3pm. Lectures and readings will be used to introduce key ideas, formalism, and techniques that you will need to apply to your project. Everyone, not just the assigned presenter, is expected to read the material each week and submit a short summary of the readings and discussion questions. The following outlines topics and respective readings, subject to change:

1. Introduction, examples of ontologies, philosophical foundations (weeks 1 and 2)
    - What are ontologies (week 1) [CJB99]
    - What are concepts, classes, relations, and properties? (week 1) [Jak+13, pp. 1-27]
    - Ontologies as conceptual models: ER & UML diagrams (week 1)
    - Foundational categories & relations (week 2) [Hoe09; Mas+03]
2. Informal Ontologies (week 3)
    - Thesauri/Lexicons: associating form with meaning (example: Wordnet) [Fel06]
    - Taxonomies (example: Snowmed CT) [Bod+07]
    - Taxonomies of relations (example: physical containment relations) [HB13]
3. Good ontology design (week 4)
    - Ontology design methodology [UG96]
    - OntoClean: analyzing ontologies [GW02; GW09]
    - Ontology evaluation [Vra09]
4. Lightweight ontologies for the Semantic Web (week 5)
    - Syntax vs. Semantics
    - Syntactic foundations: XML and URIs
    - Resource Description Framework (RDF) and RDF Schema [McB09]
5. First-order logic ontologies (weeks 6-8)
    - Syntax and semantics of first-order logic (week 6) [Hod01, pp. 9–25]
    - Structures, interpretations, models (week 7) [GOS09]

- Reasoning with first-order logic ontologies (week 7, 8)
  - CNF, skolemization, unification (week 7)
  - Resolution-based theorem proving (week 7) [KV13]
  - Theorem proving with ontologies (week 8) [KG10]
  - SAT-based model finding (week 8) [Gom+08]
  - Common Logic syntax (week 8)

6. The Web Ontology Language (OWL2) (weeks 9 and 10)
   - OWL2 syntax and semantics (week 9) [HPS11]
     - Description Logics
     - OWL2 syntax (week 9)
   - Reasoning with OWL2 (week 10)
     - Tableaux-based reasoning [Smu14; TH06]
     - Expressiveness and tractability tradeoff [LB84]

7. Advanced aspects of logic-based ontologies
   - Reference, domain, and application ontologies (week 11) [Men03; HSB16]
   - Ontology patterns (week 11) [Fal+13; Hah14]
   - Modules and relationships between ontologies (week 12) [PS09; Grü+14]
   - Ontology Verification (week 13) [GF94; GHK11]
   - Definability (week 14) [Swi98; Hah13]

5.1 Readings

[Bod+07] Olivier Bodenreider, Barry Smith, Anand Kumar, and Anita Burgunploitingen. "Investigating subsumption in SNOMED CT: An exploration into large description logic-based biomedical terminologies". In: *Artif. Intell. in Medicine* 39 (2007), pp. 183–195.

[CJB99] Balakrishnan Chandrasekaran, John R. Josephson, and V. Richard Benjamins. "What are ontologies, and why do we need them?" In: *IEEE Intelligent Systems* 14.1 (1999), pp. 20–26.

[Fal+13] Ricardo A. Falbo, Giancarlo Guizzardi, Aldo Gangemi, and Valentina Presutti. "Ontology Patterns: Clarifying Concepts and Terminology". In: *Workshop on Ontology and Semantic Web Patterns (WOP 2013)*. 2013.

[Fel06] Christine Fellbaum. "WordNet(s)". In: *Encyclopedia of Language & Linguistics*. Ed. by Keith Brown. 2nd. Vol. 13. Elsevier, 2006, pp. 665–670.

[GF94] Michael Grüninger and Mark S. Fox. "The Role of Competency Questions in Enterprise Engineering". In: *IFIP WG5.7 Workshop on Benchmarking – Theory and Practice, Trondheim, Norway*. 1994.

[GHK11] Michael Grüninger, Torsten Hahmann, and Megan Katsumi. "Exploiting Modularity for Ontology Verification". In: *Workshop on Modular Ontologies (WoMo 2011)*. IOS Press, 2011.

[Gom+08] Carla P. Gomes, Henry Kautz, Ashish Sabharwal, and Bart Selman. "Satisfiability Solvers". In: *Handbook of Knowledge Representation*. Elsevier, 2008, pp. 89–134.

[GOS09] Nicola Guarino, Daniel Oberle, and Steffen Staab. "What is an Ontology". In: *Handbook on Ontologies*. Springer, 2009, pp. 1–17.

[Grü+14] Michael Grüninger, Carmen Chui, Torsten Hahmann, and Megan Katsumi. "A Sideways Look at Upper Ontologies". In: *Formal Ontology in Inf. Systems (FOIS-14)*. IOS Press, 2014.

[GW02] Nicola Guarino and Christopher A. Welty. "Evaluating ontological decisions with OntoClean". In: *Comm. ACM* 45.2 (2002), pp. 61–65.

[GW09] Nicola Guarino and Christopher A. Welty. "An overview of OntoClean". In: *Handbook on Ontologies*. Springer, 2009, pp. 201–220.

[Hah13] Torsten Hahmann. "A Reconciliation of Logical Representations of Space: from Multidimensional Mereotopology to Geometry, Chapter 2 "Methodology: theory extensions and interpretations"". PhD thesis. Univ. of Toronto, Dept. of Comp. Science, 2013.

[Hah14] Torsten Hahmann. "Ontology Repositories: A Treasure Trove for Content Ontology Design Patterns". In: *Proc. of the Workshop on Modular Ontologies (WoMO 2014)*. 2014.

[HB13] Torsten Hahmann and Boyan Brodaric. "Kinds of full physical containment". In: *Spatial Inf. Theory (COSIT-13)*. Springer, 2013.

[Hod01] Wilfrid Hodges. "Classical logic I: first order logic". In: *The Blackwell Guide to Philosophical Logic*. Blackwell, 2001, pp. 9–32.

[Hoe09] Rinke Hoekstra. "Ontologies". In: *Ontology Representation*. IOS Press, 2009. Chap. 4.

[HPS11] Ian Horrocks and Peter F. Patel-Schneider. "KR and reasoning on the semantic web: OWL". In: *Handbook of Semantic Web Technologies*. Springer, 2011, pp. 365–398.

[HSB16] Torsten Hahmann, Shirly Stephen, and Boyan Brodaric. "Semantically Refining the Groundwater Markup Language (GWML2) with the Help of a Reference Ontology (Short Paper)". In: *Geographic Information Science (GIScience 2016), Montreal, Sept. 27-30, 2016*. 2016r.

[Jak+13] Grega Jakus, Veljko Milutinović, Sanida Omerović, and Sašo Tomažič. *Concepts, Ontologies, and Knowledge Representation*. Springer, 2013.

[KG10] Megan Katsumi and Michael Grüninger. "Theorem proving in the ontology lifecycle". In: *Knowledge Engineering and Ontology Design (KEOD 2010)*. 2010.

[KV13] Laura Kovács and Andrei Voronkov. "First-order theorem proving and Vampire". In: *Computer Aided Verification (CAV 2013)*. 2013.

[LB84] Hector Levesque and Ronald Brachman. "A Fundamental Tradeoff in Knowledge Representation and Reasoning (Revised Version)". In: *Canadian Society for Computational Studies of Intelligence (CSCSI)*. 1984, pp. 141–152.

[Mas+03] Claudio Masolo et al. *Wonderweb deliverable D17 - The WonderWeb Library of Foundational Ontologies Preliminary Report*. Tech. rep. National Research Council - Institute of Cognitive Sci. and Technology, Trento, 2003.

[McB09] Brian McBride. "The Resource Description Framework (RDF) and its Vocabulary Description Language RDFS". In: *Handbook on Ontologies*. Springer, 2009, pp. 51–65.

[Men03] Christopher Menzel. "Reference Ontologies – Application Ontologies: Either/Or or Both/And?" In: *Workshop on Reference Ontologies and Application Ontologies at KI-03*. 2003.

[PS09] Christine Parent and Stefano Spaccapietra. "An overview of modularity". In: *Intern. Workshop on Modular Ontologies (WoMO 2009)*. Ed. by Heiner Stuckenschmidt, Christine Parent, and Stefano Spaccapietra. Vol. LNCS 5445. 2009, pp. 5–23.

[Smu14] Raymond M. Smullyan. "A Beginner's Guide to Mathematical Logic". In: 2014. Chap. Propositional Tableaux.

[Swi98] Zeno Swijtink. "Beth's Theorem and Craig's Theorem". In: *Routledge Encyclopedia of Philosophy*. Ed. by Edward Craig. Taylor and Francis, 1998.

[TH06] Dmitry Tsarkov and Ian Horrocks. "FaCT++ description logic reasoner: System description". In: *Intern. Joint Conf. on Automated Reasoning (IJCAR)*. 2006.

[UG96] Michael Uschold and Michael Gruninger. "Ontologies: Principles, Methods and Applications". In: *Knowledge Eng. Review* 11.2 (1996).

[Vra09] Denny Vrandečić. "Ontology Evaluation". In: *Handbook on ontologies*. Springer, 2009, pp. 293–313.

5.2 Additional Material

- Semantic Web Primer Tutorials on Graph Data, RDF, XML, RDFS, OWL: `http://www.linkeddatatools.com/semantic-web-basics`
- OWL2 Primer: `https://www.w3.org/TR/owl2-primer/`

5.3 Prerequisites

Some familiarity with propositional and predicate (first-order) logic (as taught in SIE 505 or an undergraduate course in discrete mathematics) is strongly recommended. No previous programming experience or experience with ontology design is necessary.

6 Expectations and Assessments

I understand that everybody's background will be quite diverse, many of you having no previous experience with logic-based ontologies. While no specific technical background is required, I expect a willingness to work your way through fairly technical and formal material. To properly understand the material, you may have to reread it multiple times or to consult additional sources. We will go over basics fairly quickly, so you may have to do additional readings on your own to keep up with the pace of the course. Of course, I'm willing to help and guide you in this process.

6.1 Grading

Your grade for the course will be calculated from the following components:

- 10% weekly summaries
- 10% weekly discussion questions and active participation in the discussion
- 20% individual paper presentations and discussion lead (10% each)
- 20% group presentation and discussion lead

- 40% Group project on developing/refining an ontology
  - Part 1: Conceptual Model (due 2/26)
  - Part 2: FOL ontology and reasoning (due 3/26)
  - Part 3: OWL ontology and reasoning (due 4/16)
  - Part 4: Review and analysis of a related ontology, written up as a 4-5 page paper (due finals week)

6.2 Weekly summaries

Two days before class, you are expected to submit a short summary (no more than half a page) of the readings. This is to prepare for active participation in the discussion, ensuring that you are familiar with the topic and key ideas. While you are not expected to understand every detail, you are expected to read it to sufficient details so that you can contribute to and will benefit from the class discussion.

6.3 Discussion questions and participation

Together with your summary, you are asked to submit **at least** two questions to be discussed in class. These can be understanding questions about the assigned readings but should included at least one deeper question that sparks discussion.

Your attendance and active participation in class discussions also count towards this portion of your grade. If you are absent due to illness or another important reason, please email me immediately prior to or after your absence.

6.4 Student Presentations

Individual presentations Each student will present an overview of two readings throughout the term. The presentation should be around 30min. It should not be a mere summary of the reading, but focus on the key concepts and techniques presented therein. Where appropriate, the presentation should involve going through an example or practical problem with the class. You must share and discuss an outline of your presentation with the instructor the week before your scheduled presentation.

Group presentations At the end of the term, everyone will work through and present one of the advanced topics as a group (typically 2 students per group). Each topic is discussed in two articles, with one being more introductory and one more technical. You are expected to consult additional literature as needed. You are expected to structure and present the key ideas in class with examples and lead the subsequent class discussion.

6.5 Group projects

For the project, you are expected to work in teams (2-3 students) on a domain of your own choice (e.g., related to your research) and try out the ontology development languages and techniques in that topic. Be careful to choose a very small domain; the intention is not to try to build a large ontology (which cannot be accomplished in the given time), but rather to build a small snippet of an ontology well.

You will need to start working on the project at the beginning the term and present intermediate milestones briefly (5min) in class.

Table 1: Outline of topics and readings for student presentations.

week	topic	reading
3 (2/6)	WordNet	[Fel06]
	SnoMed CT	[Bod+07]
4 (2/13)	Ontology Development Methodology	[UG96]
	OntoClean	[GW02; GW09]
	Ontology Evaluation	[Vra09]
7 (3/20)	Logic-based ontologies	[GOS09]
	Resolution-Based Theorem Proving	[KV13]
8 (3/27)	Theorem Proving with Ontologies	[KG10]
	SAT Solvers	[Gom+08]
10 (4/10)	Tableaux and Tableaux for OWL Reasoning	[Smu14; TH06]
	Expressivity and Tractability Tradeoff	[LB84]
11 (4/17)	Types of ontologies	[Men03; HSB16]
	Ontology patterns (group presentation)	[Fal+13; Hah14]
12 (4/14)	Ontology modules (group presentation)	[PS09; Grü+14]
13 (4/31)	Ontology verification (group presentation)	[GF94; GHK11]

7 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.

Plagiarism—one form of academic dishonesty—is the handing in of work not substantially the student's own. It is usually done without reference, but is unacceptable even in the guise of acknowledged copying. It is not cheating, however, to discuss ideas and approaches to a problem, nor is it cheating to seek or accept help. Indeed, collaboration is encouraged as a useful part of the learning experience in this course. Nevertheless, good judgment must be used, and students are expected to present the results of their own thinking and writing.

8 Students with disabilities

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

9 Extended disruption

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.

10 UMaine's 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: 207-581-4000.
- For confidential resources off campus: Rape Response Services: 1-800-310-0000 or Spruce Run: 1-800-863-9909.
- The following resources on campus can offer support but may have to report the incident to others who can help: 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.

See the OSAVP website for a complete list of services at `http://www.umaine.edu/osavp/`

THE UNIVERSITY OF MAINE

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 Computing and Information Science

COURSE DESIGNATOR SIE COURSE NUMBER 694

COURSE TITLE Doctoral Seminar EFFECTIVE SEMESTER Spring 2021

REQUESTED ACTION

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

- [x] New Course
- [x] New Course with Electronic Learning
- [ ] Experimental

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

- [ ] Designator Change
- [ ] Number Change
- [ ] Title Change
- [ ] Description Change
- [ ] Prerequisite Change
- [ ] Credit Change
- [ ] Cross Listing (must be at least 400-level)[1]
- [ ] Other (specify) __________

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)

[signature] 3/4/20

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

Thane Fremouw [signature] 3-10-20

College Dean(s) [signature] 3/10/2020

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):

SIE 694 Advances the dissertation work of SIE doctoral students and PhD candidates. Students will work as peers to review each other's progress with dissertation writing. Advancements over the last 12 months will be presented as poster and in a seminar talk, in order to maintain the momentum on making progress with the dissertation writing.
Prerequisites: SIE 501, SIE 502, and SIE 693
Credits: 1

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:

Selected research articles published over the 12 months prior to the seminar

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

co-taught by SIE graduate faculty (each on a 2+1 teaching load).

Reason for new course:

Past their regular topical course work, doctoral students and PhD students in Spatial Information Science and Engineering lack from the benefits of an organized cohort of doctoral students. This course brings them topically and spatially together every Spring semester to experience active peer reviewing.

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.

To the best of our knowledge, there is no overlap of this course with any other course on campus. The foundational courses of SIE 501, SIE 502, and SIE 693 have different scopes.

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 Spring semester. No overload payment expected, as the course relates to the SIE graduate faculty research interests.

Syllabus and Course Description

SIE 694 Doctoral Seminar

Course Description

This course advances the dissertation work of SIE doctoral students and PhD candidates. Students will work as peers to review each other's progress with dissertation writing. Advancements over the last 12 months will be presented as poster and in a seminar talk, in order to maintain the momentum on making progress with the dissertation writing.

Credits: 1

Prerequisite: SIE 501, SIE 502, and SIE 693

URL for Course: forthcoming

Faculty Information

Team-taught by SIE graduate faculty

Office Hours:

Office hours for this course are announced at the beginning of the semester.
Alternatively, contact the instructor.

Instructional Materials:

1. Computers:

Each student is required to have a laptop, which will be used in class for hands-on exercises during class (any platform is ok). Distant students need fast Internet connection to participate live (e.g., via Zoom).

2. Textbook:

none

Course Goals:

- Continue team-building among SIE doctoral students
- Student-initiated feedback on dissertation writing
- Keep momentum on advancing the intellectual content of the dissertation
- Complementary guidance to the usual directing by thesis advisor
- Expand the students' background knowledge with relevant articles in the field that appeared over the last 12 months

Student Learning Outcomes:

Upon successful completion of this course, students will:

- have a better polished chapter of their dissertation
- know how to communicate best the essence of their intellectual contribution
- received constructive feedback on their hypotheses and their approaches

- have learnt how to critique constructively their peers

1. Course Schedule

This 1-credit course will be offered each Spring semester (contact time: once a week 50 minutes for the entire cohort). It builds on the experiences students gained from the 1-credit course sequence SIE 501 (Introduction to Graduate Research), SIE 502 (Research Methods), and SIE 693 (Graduate Seminar) taught over three semesters, reinforcing and applying presentation skills. Once students have completed this course sequence, each SIE doctoral student and each PhD candidate will annually take the doctoral seminar. Students who are not in residence will need to participate live via distance technology (e.g., Zoom). All sessions will be recorded so that any student who occasionally misses a class can catch up.

Week 1	Introduction and overview Assignment of recent publications for review and assessment
Week 2	Distribution of latest dissertation chapter to peers and 3-minute summary presentations
Week 3	Discussion of first set of assigned publications
Week 4	Presidents Day, no class
Week 5	Peer-review of latest dissertation chapters (first three students)
Week 6	Discussion of second set of assigned publications
Week 7	Peer-review of latest dissertation chapters (remaining students)
Week 8	Spring Break, no class
Week 9	Review of and discussions about poster design on latest dissertation findings (must be different from 12 months ago)
Week 10	Group review of material for seminar talk (first three students)
Week 11	Group review of material for seminar talk (remaining students)
Week 12	Rehearsals of poster presentations
Week 13	Presentation of posters at UMaine's Student Symposium
Week 14	Seminar talk on dissertation progress over last 12 months

2. Grading and Course Expectations

As a graduate level course, you are expected to exhibit high-quality work that demonstrates sound understanding of the concepts and their complexity. Earning an "A" represents oral and written work that is of exceptionally high quality and demonstrates superb understanding of the course material. A "B" grade represents oral and written work that is of good quality and demonstrates a sound understanding of course material. A "C" grade represents a minimally adequate completion of assignments and participation demonstrating a limited understanding of course material and therefore reflects unacceptable performance. This class has no exams; only homework and/or project assignments. Active live class participation (virtual or on-campus) is expected and may take the form of active participation in the live class

sessions or regular participation in virtual office hours with the instructor with at least one time each week meeting the schedule needs of all students.

Grading criteria:

Homework assignments (programming, presentations) – 60%
Active participation – 10%
Final Project (programming project and presentation) – 30%

Policies:

Students are expected to attend all class sessions (in person or virtual).
Late assignments will result in 10% deduction in grade.

Standard Syllabus Notices

- Important Disability Notice
- Academic Honesty Notice
- Nondiscrimination Notice
- UMaine Student Code of Conduct
- Classroom Civility
- Sexual Discrimination Reporting
- Course Schedule Disclaimer
- Contingency Plans in the Event of an Epidemic

THE UNIVERSITY OF MAINE

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 Nursing

COURSE DESIGNATOR NUR COURSE NUMBER 503 EFFECTIVE SEMESTER F2020

COURSE TITLE Advanced Health Appraisal and Physical Assessment

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
- ☐ Number Change
- ☐ Title Change
- ☐ Description Change
- ☐ Prerequisite Change
- ☒ Credit Change
- ☐ Cross Listing (must be at least 400-level)[1]
- ☐ Other (specify) _____

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)

Patricia Poirier

Digitally signed by Patricia Poirier
DN: cn=Patricia Poirier, o=University of Maine, ou=Nursing, email=patricia.poirier@maine.edu, c=US
Date: 2020.02.13 13:16:22 -05'00'

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

5 MARCH

College Dean(s)

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):

Designator: NUR
Number: 503
Title: Advanced Health Appraisal and Physical Assessment
Pre-requisites: Department consent required
Credit Hours: 5
The learner will develop knowledge and skills necessary to conduct a comprehensive health assessment of individuals throughout the lifespan. Strong emphasis will be places on complete and detailed history-taking, physical examination techniques, and complete documentation of findings. A holistic and comprehensive approach is emphasized with attention to identifying health promotion, disease prevention needs, as well as the evaluation of common signs and symptoms that present in the primary care setting. The diagnostic reasoning skills needed in the advanced practice role are introduced and practiced.

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

Designator: NUR
Number: 503
Title: Advanced Health Appraisal and Physical Assessment
Concurrent: NUR 531 (Lab); NUR 532 (Clinical for NP track)
Credit Hours: 3
The learner will develop knowledge and skills necessary to conduct a comprehensive health assessment of individuals throughout the lifespan. Strong emphasis will be places on complete and detailed history-taking, physical examination techniques, and complete documentation of findings. A holistic and comprehensive approach is emphasized with attention to identifying health promotion, disease prevention needs, as well as the evaluation of common signs and symptoms that present in the primary care setting. The diagnostic reasoning skills needed in the advanced practice role are introduced and practiced.

Reason for course modification:

Currently, NUR 503 is a 5-credit course with didactic, laboratory, and clinical components. The proposal is to separate the components so they have unique numbers. This way, laboratory and clinical fees can be assessed to help offset the costs of these experiential components. Student overall credit requirements will not change.
Additionally, students who are in the Certificate of Advanced Study (CAS) frequently have the didactic component waived because of previous coursework. They can enroll only in the lab and/or clinical components that are required.

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. Please include in the subject line 'Course Proposal' and the course designator and number.

UNIVERSITY OF MAINE
SCHOOL OF NURSING
NUR 503: ADVANCED **HEALTH APPRAISAL AND PHYSICAL ASSESSMENT**
FALL 2020

Class Schedule:	Asynchronous online learning with synchronous on-campus or web conferencing meetings scheduled - *Refer to course schedule document*
Pre-requisites:	Department consent required
Concurrent:	**NUR 531** (Lab), **NUR 532** (Clinical for NP Track)
Credits:	3
Classroom:	310 Stevens Hall, University of Maine, Orono
Faculty:	Sean Sibley, MSN, APRN, FNP-BC, NP-C Lecturer | 220 Dunn Hall Cell: 207.290.5665 E-mail: sean.sibley@maine.edu Office hours by appointment (in-person or Zoom)

COURSE DESCRIPTION

The learner will develop knowledge and skills necessary to conduct a comprehensive health assessment of individuals throughout the lifespan. Strong emphasis will be based on complete and detailed history-taking, physical examination technique, and complete documentation of findings. A holistic and comprehensive approach is emphasized with attention to identifying the health promotion, disease prevention needs, as well as the evaluation of common signs and symptoms that present in the primary care setting. The diagnostic reasoning skills needed in the advanced practice role are introduced and practiced.

COURSE OBJECTIVES

Upon successful completion of the course the learner will:

1. Perform and document complete history-taking and physical assessment for well patients throughout the lifespan.
2. Identify patient-specific health promotion needs utilizing principles of life span development and be prepared to assist patients in setting goals for health promotion and risk reduction.
3. Apply research and guidelines from nursing and other relevant disciplines to practice using current evidenced based approaches.
4. Assess patients' health status over time with attention to safety, efficacy, agency, national guidelines, and the client's health goals, risk factors, and illness experience.
5. Demonstrate clinical reasoning skills in the identification of differential diagnoses and health needs of patients in primary care settings.
6. Clearly and effectively communicate findings to the patient, family, and other members of the health care team – verbally and written.
7. Discuss the influence of Healthy People 2020 and its effect on the practitioner's approach to health promotion.
8. Understand the ethical implication of the health assessment and physical exam.

COURSE FORMAT

Didactic (3 credits): Blended with online content, textbook readings, case studies, and synchronous discussion. All content is inclusive of pediatric and older adult considerations

COURSE EVALUATION

Written History Assignment	15%
Synchronous Session Participation	15%
Case Study Presentation	10%
Exams (10)	60%
Comprehensive History & Physical Exam	Pass/Fail

Course Grading:
A= 92-100; A-= 90-91; B+= 88-89; B= 82-87; B-= 80-81; C+= 78-79; C= 75-77; C-= 70-74

Synchronous Session Participation

Your attendance is required. Please be advised that make up assignments for missed sessions will only be offered in extreme circumstances. Unexcused absences will result in a forfeit of 2/10 participation points. Also, be aware that tardiness to the session will result in subtraction of 1/10 points from your participation grade.

- Be on Time: Show up to the classroom or log in to the session early enough to have your audio and camera setup. Be ready to work when the class time begins.
- Be Professional: This is a professional education program and is an extension of the field, therefore you are expected to treat class time as a professional setting.
- Respect the Classroom: Be appropriately dressed. If virtual, set your session space in a quiet private area where you know family, pets and other distractions will not interrupt your learning or the learning of your classmates.
- Be Prepared: Graduate students are expected to take responsibility for their education, and lifelong learning. Required readings and written assignments must be completed prior to each class session.
- Be Engaged: You are expected to be ready to work during the session. These sessions are not a passive experience - it requires your full presence and commitment to learning. Each week you must be prepared to listen to your classmates, offer feedback and engage in a lively discussion.

Case Studies will be discussed in synchronous sessions. There will be case studies assigned to individuals to present and lead discussion. An evaluation will be made based on this rubric:

	2	3	4	5
Presentation of Case	Reads the case directly word for word from the prompt	Reads from the case with minimal adaptation	Synthesizes the case but follows the written case line by line	Succinctly summarizes the case in own words, emphasizing the pertinent negatives and positives
Gaps in Health History & Physical Exam	Does not identify any gaps in the provided case	Identifies gaps in only the health history *or* the physical exam	Identifies at least one gap in the health history and one gap in the physical exam	Identifies at least two gaps in the health history and two gaps in the physical exam
Rationale for Diagnostic Testing	No discussion why diagnostics studies would be ordered or not	Orders diagnostics in a shot gun approach without thought to differential diagnosis	Ordered appropriate diagnostic studies with thought to differential diagnoses	Discusses appropriate diagnostics studies based on differential diagnoses, examines cost-effectiveness and risks and benefits of tests
Rationale for Differential Diagnoses	Minimal and superficial discussion of each differential diagnosis	Etiology discussed but pathophysiology lacking completeness and consideration of risk factors	Etiology discussed with only minimal missing data. Pathophysiology missing only few elements of importance specific to case	Complete discussion of etiology pathophysiology, including risk considerations (age, genetics, social, etc.)

Exams will include a varied format of questions on content covered in class, skills laboratories, course readings, case studies, and Shadow Health experiences. **Students must achieve a mean score of 80% on written exams** in order to pass the course. Regardless of other grades achieved for written work assignments, an 80% average is required on exams. If the exam grade average is less than 80%, then the student will be awarded a grade no higher than "C" and will not be considered passing.

Comprehensive H&P will include performing a live complete health history and physical examination on a standardized adult patient. A passing score requires correctly addressing 75% of the items on the standardized history and physical criteria provided. A "fail" will result in a course incomplete and will need to be remediated within two weeks for course completion. This evaluation component is also required for students taking independent study for lab and clinical hours completion.

REQUIRED MATERIALS

Bickley, L. S. & Szilagyi, P.G. (2017). *Bates' guide to physical examination and history taking* (12th[th] ed.) Philadelphia, PA: Wolters Kluwer.

Seller, R. H., & Symons, A. B. (2017). Differential diagnosis of common complaints (7th ed.). Philadelphia, PA: Elsevier/Saunders. (ISBN: 9780323512329

RECCOMENDED MATERIALS

Bickley, L. S. (2017). *Bates' Pocket Guide to Physical Examination and History Taking.* (8th ed.) Philadelphia, PA: Wolters Kluwer.

Bickley, L. S. (2019). *Bates' Visual guide to physical examination.* [Software]. Available from https://batesvisualguide.com/

*Additional required readings, supplementary resources, and assignment guidelines will be posted on the Blackboard course site.

HIPAA PROTECTED INFORMATION

All forms of class assignments and/or discussion are to be free of any and all information that could potentially lead to the identification of a patient or patient situation. While we recognize the value of dialogue surrounding circumstances that present as unique and perhaps can be seen as relevant for teachable moments, protecting patient information takes precedence. For the purpose of learning and improving care, potentially identifiable information should be masked so that all parties are protected. Violations of patient confidentiality will be handled by the School of Nursing and according to agency policies wherein the violation has occurred.

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 (Sean Sibley) 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

- The student who anticipates the need to be absent to accommodate his or her religious practice **must** notify faculty in advance of such anticipated absence. This notice should be provided at least one week in advance.

- Exams, assignments are required to be completed prior to the class/clinical/lab date. Clinical and lab make up shall be in compliance with the expectations as stated in each Clinical and Lab syllabi.

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

Course Objective	UMaine SON MSN Program Outcome	AACN MSN Essentials	NONPF NP Core Competencies	Evaluation Method
Perform and document complete history-taking and physical assessment for well patients throughout the lifespan.	Evaluate and integrate a wide range of theories from nursing and related disciplines to provide high quality, culturally sensitive, and ethically based patient centered care.	Essentials VIII, IX	Independent Practice Competencies: 3, 4	Didactic examinations, health history assignment, comprehensive competency testing, Shadow Health modules with SOAP notes NP: clinical evaluation tool, SOAP notes
Identify patient-specific health promotion needs utilizing principles of life span development and be prepared to assist patients in setting goals for health promotion and risk reduction.	Partner with professional colleagues and healthcare consumers to promote health and to prevent injury and illness in populations served by the advanced professional nurse.	Essential VIII	Independent Practice Competencies: 3a, 3c	Didactic examinations, Shadow Health modules NP: clinical evaluation tool, SOAP notes
Apply research and guidelines from nursing and other relevant disciplines to practice using current evidenced based approaches.	Apply evidence from research and best practice models for the provision of patient centered care and the evaluation of healthcare outcomes.	Essentials I, IV	Scientific Foundation Competencies: 3, 4 Quality Competencies: 1, 2	Case studies and discussion, Shadow Health modules NP: clinical evaluation tool, SOAP notes
Assess patients' health status over time with attention to safety, efficacy, agency, national guidelines, and the client's health goals, risk factors, and illness experience.	The MSN-FNP graduate will be able to serve as primary health care provider in the promotion of health, prevention of injury and illness, and management of acute and chronic health problems through the lifespan and across a variety of settings.	Essentials III, VIII	Independent Practice Competencies: 3c, 3e	Didactic examinations, Shadow Health modules, case studies and discussion NP: clinical evaluation tool, SOAP notes
Demonstrate clinical reasoning skills in the identification of differential diagnoses and health needs of patients in primary care settings.	The MSN-FNP graduate will be able to serve as primary health care provider in the promotion of health, prevention of injury and illness, and management of acute and chronic health problems through the lifespan and across a variety of settings.	Essential IX	Independent Practice Competencies: 3b	Didactic examinations, Shadow Health modules, case studies and discussion NP: clinical evaluation tool, SOAP notes

Clearly and effectively communicate findings to the patient, family, and other members of the health care team – verbally and written.	Demonstrate proficiency in the use of technology and information systems to enhanced knowledge, communicate with the healthcare team, mitigate error, establish differential diagnosis, and to support decision-making for advanced practice.	Essentials V, VII	Technology and Information Literacy Competencies: 2	Shadow Health modules and SOAP notes NP: clinical evaluation tool. SOAP notes
Discuss the influence of Healthy People 2020 and its effect on the practitioner's approach to health promotion.	Advocate for improved healthcare delivery and patient/community health outcomes through analysis of social, political and economic contexts.	Essentials I, IV	Independent Practice Competencies: 3a	Didactic examinations
Understand the ethical implication of the health assessment and physical exam.	**Incorporate ethical principles, legal and regulatory mandates, and professional standards in the advanced professional nursing role.**	**Essential II**	**Ethics Competency: 1, 2, 3**	**Class discussion, didactic examinations**

THE UNIVERSITY OF MAINE
Graduate School of Business

Memo

To: Scott Delcourt, AVP for Graduate Studies

From: Michael Weber, Dean of the Graduate School of Business

Date: March 30, 2020

Subject: MBA Concentrations – Food Technology Industry Management and Human Nutrition Industry Management

The attached proposal provides details for MBA Concentrations in Food Technology Industry Management and Human Nutrition Industry Management. 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 School of Food and Agriculture.

The concentrations were approved:

1. GSB Graduate Curriculum and Learning Committee: 3/13/20
2. MBS Faculty: 3/27/20
3. FSN Faculty: 3/27/20

Attachments include:

1. Proposal
2. Signature page
3. Email approval from the FSN faculty.

Proposals
Food Technology Industry Management Concentration – MBA
Human Nutrition Industry Management Concentration – MBA

Academic Program Alignment

1. Mission and Goals
    a. The MBA Concentrations in Food Technology and Human Nutrition Industry Management are being offered in partnership with the School of Food and Agriculture at the University of Maine. We believe this program supports the mission and goals of the University of Maine, the Maine Business School, and the School of Food and Agriculture by preparing students for successful careers in business, with a focus on Human Nutrition and Food Technology. We believe this program will help improve the quality of life for Mainers by contributing to the professional workforce who will be managers and decision makers in the food industries. These concentrations are good examples of cross-disciplinary and cross-school academic program development.
2. Program Demand
    a. Demand for well-educated professionals in the food and nutrition sciences currently exceeds supply and is expected to grow (Goecker et al., 2015). Additionally, the need for flexible, learner-paced, applied graduate education is of particular significance to professionals currently employed in these fields. Professionals working in the food industry would benefit greatly from having the opportunity to complete an online graduate program in Business with a concentration in Human Nutrition or Food Technology. A survey conducted by the Institute of Food Technologists (IFT), the primary professional society for food scientists, indicated that there was significant demand for business trained professionals in the food science industries. There are currently 241 Food Science, Technology, and/or Nutrition oriented jobs listed in Maine on Indeed.com. The average salary for Food Science Professionals in Maine is $76,645 according to Salary.com
3. Program Resource Needs
    a. A majority of the course sequence is already being developed and delivered by the School of Food and Agriculture.
4. Delivery Modalities
    a. The courses are also being developed and delivered online by The School of Food and Agriculture, as part of their UMaine GOLD Graduate Certificates and M.S. degree.

Description

The MBA Concentrations in Food Technology and Human Nutrition Industry Management acknowledge the value of courses in food sciences and nutrition, as well as in professional development. Professional development courses will emphasize ethics, communication, and knowledge, and skills necessary for success as food industry and nutrition professionals. These are 12-credit concentrations, including BUA 626 and 9 credit hours of Food Technology or Human Nutrition courses. The total credits for the MBA, with a concentration in Food Technology or Human Nutrition, is 33 credit hours.

THE UNIVERSITY OF MAINE
Graduate School of Business

Requirements

Completion of MBA Foundations and/or Tutorials

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

Completion of 9 credit hours of Food Technology or Human Nutrition courses.

- **Food Technology (choose 3):**
  - FSN 502 Food Preservation
  - FSN 538 Fermented Foods & Probiotics
  - FSN 517 Food Safety and Quality Control
  - FSN 555 Organic & Natural Foods

or

- **Human Nutrition (choose 3):**
  - FSN 501 Advanced Human Nutrition
  - FSN 506 Nutrition Assessment
  - FSN 530 Integrative and Functional Nutrition
  - FSN 542 Sustainability, Nutrition, and Health
  - FSN 508 Nutrition & Aging

Optional Graduate Certification

- For those students interested in obtaining the Graduate Certificate in Food Technology or the Graduate Certificate in Human Nutrition from The School of Food and Agriculture, in addition to the MBA Concentration, please consider the following steps:
  - Either Graduate Certificate will require 12 credit hours of approved courses, which is just one additional course beyond the requirements of the concentration.
  - Review additional information and apply for the Graduate Certificate at:
    - https://umaine.edu/foodandagriculture/graduate-programs/

Food Technology Course Descriptions

FSN 502 Food Preservation.

Chemicals and processes (freezing, dehydration, canning, irradiation, extrusion) used to extend food quality and safety. 3 credits.

FSN 517 Food Safety and Quality Control.

Factors that affect food safety and an overview of best practices for ensuring the safety and quality of food products in food systems. A farm to fork approach, including examples at the harvest, distribution, processing, food service, and consumer level. 3 credits.

FSN 538 Fermented Food and Probiotics.

Application of the principles of microbiology to the understanding of the fermentation of various categories of foods and beneficial bacteria added to these foods. 3 credits.

FSN 555 Organic and Natural Foods.

Introduces organic and natural foods from multiple perspectives. Students will gain an understanding of food production and processing, legal issues, ingredient functionality, and controversies. 3 credits.

Human Nutrition Course Descriptions

FSN 501 Advanced Human Nutrition.

Basic nutrition science with emphasis on energy, protein, vitamin, mineral and endocrine function and metabolism. Introduction to the role of genetics in nutrient metabolism. 3 credits.

FSN 506 Nutrition Assessment.

Covers methods of evaluating the nutritional status of individuals or groups of people by dietary assessment and nutrition-related health indicators. 3 credits.

FSN 508 Nutrition and Aging.

Roles of nutrients, foods and supplements in maintaining health during aging. 3 credits

FSN 530 Integrative and Functional Nutrition.

Review of alternative practices such as traditional Chinese medicine, Ayurvedics, homeopathy, naturopathy, herbal medicine, and dietary supplements and how these practices can be integrated with conventional dietetic practice. Special needs of different life stages and disease conditions are addressed. 3 credits

FSN 542 Sustainability, Nutrition, and Health.

Students will study the "Farm to Healthy Body" model, considering sustainable practices when growing, processing, transporting, preparing, and choosing food, and how these practices affect the tripod of sustainability, i.e. environment, society (health) and economy. 3 Credits.

College of Education and Human Development

Graduate Certificate Proposal Routing Slip

Date: February 27, 2020

From School of: Educational Leadership, Higher Education and Human Development
College of Education of Education & Human Development

Item: **Graduate Certificate Proposal**

Title of Certificate: **Try on Leadership**

Courses:

EAD 531	School Law for Administrators
EAD 615	The Principalship
EAD 561	Organizational Analysis
SED 520	Law and Policy Affecting Individuals with Disabilities

* *

Please forward to the next person or department on the list below.

Initial Here

1. [signature] Ian McKee, Program Coordinator 03/03/20 (Date)
2. JND Julie DellaMattera, School Director 3.3.2020 (Date)
3. ALC Sandy Caron, COEHD Curriculum Committee 3/2/2020 (Date)
4. JRT Jim Artesani, Associate Dean of Graduate Education, Research, & Outreach 3/2/19 (Date)
5. [signature] Mary Gresham, Interim Dean 3/3/20 (Date)
6. _____ Grad Board _____ (Date)

Proposal for a UMaine Graduate Certificate: Try On Leadership

Data from a recent Task Force on School Leadership (2016) report indicated a substantial need to identify and support quality building administrators in Maine, as there is an ongoing shortage of certified candidates who are willing and able to take the next step to become a school administrator. On average, Maine principals devote 70 hours per week to their administrative duties, causing challenges to attracting the best educators to the principalship and how to best support managerial commitments (Donaldson & Marnik, 2012). As such, the report suggested an effort to recruit, train, and retain future school administrators through meaningful development and mentorship.

In this certificate program, educators will be able to help address this shortage by receiving hands-on instruction from scholarly-practitioners and instructors who are able to better bridge the theory-practice gap that often occurs in education. Those going through the Try On Leadership (TOL) certificate will work closely with their instructor as well as their school district in a variety of courses that will prepare them to know what it is like to serve as an administrator in a Maine school district. Students will learn about high quality instructional practices, organizational analysis, time management, and school and special education law that will allow them to better serve their school district. By the end of the four course certificate program, students will be able to apply for an assistant building administrator (045) certification with the Maine Department of Education (DOE).

Ideal Candidates for this Graduate Certificate

This certificate program is specifically designed for educators who want to take the next step in their profession and see if leadership is a good fit for them. Specifically, ideal candidates include:

- Educators who are being targeted for leadership development within their school district and will be supported for development through a pipeline approach;
- Educators who would like to develop themselves further as a professional but are not sure if they want to commit to a full MEd in Educational Leadership program;
- Educators who want to make themselves more marketable for potential employees by earning both a UMaine Certificate as well as a Maine Department of Education certification; and,
- Educators who would want to consider using the TOL certificate as a stepping stone into the MEd in Educational Leadership program, which would count as 12 elective credits towards their future degree.

Certificate Program Outcomes and Objectives

This UMaine TOL Graduate Certificate prepares candidates to:

- Understand the current issues and challenges of the principalship
- Apply best practices in leadership around organizational analysis
- Promote best instructional leadership practices
- Interpret and analyze school and special education law and regulations
- Develop strong interpersonal skills needed to lead as an administrator

Program Requirements and Financial Considerations (12 credits)

This is a 12 credit certificate that will best support educators to take the next step in their leadership development. It is designed to give the necessary instruction, with real world application, by working closely with their school district through assignments to promote leadership skill development. This certificate program is particularly valuable as the 4 courses also lead to assistant building administrator (045) certification by applying through the Maine DOE. **There are no new courses required for this certificate.**

For students enrolling in one course per semester, the UMaine TOL Graduate Certificate can be expected to be completed in 4 semesters, or a little over one academic year. Students would start in the summer, take a course in the fall as well as the spring semesters, and then take the fourth and final course in the summer. Most school districts in Maine pay for 9 credits per school year, meaning that most students interested in the TOL certificate would not have to pay anything out of pocket to enroll.

Those students who want to continue with their study will be allowed to take these 12 credits and apply them as electives to a MEd in Educational Leadership program. This would allow students to complete the MEd program in 28 credits. To be clear, completion of a TOL certificate does not automatically lead to acceptance into a MEd program.

Course Sequence and Delivery

The courses for this certificate will be offered through Zoom and other long-distance learning platforms and are as follows:

Summer semester: EAD 531 School Law for Administrators

Fall semester: EAD 615 The Principalship

Spring semester: EAD 651 Organizational Analysis

Summer semester: SED 520 Law and Policy Affecting Individuals with Disabilities

Admission Criteria and Eligibility

There are no standardized test scores to enroll in this program. Letters of recommendation to participate in a graduate certificate program will be required, as well as a letter of support from a direct supervisor. One grade of a "C" may be earned towards completion of the TOL certificate. All other grades must be a "B" or above.

Participating Graduate Faculty Members

Dr. Ian M. Mette is associated with the design and teaching of the certificate program. Dr. Richard Ackerman will contribute by teaching in the certificate program. A new Permanent Lecturer will participate in the program as well once they join the faculty.

Submitted By:

Date 02/27/20

Ian M. Mette, Educational Leadership Program Coordinator

Approved By:

Date 3·3·2020

Julie DellaMattera, School of ELHEDHD, Director

Date 3/2/2020

Sandy Caron, COEHD Curriculum Committee Chair

Date 2/28/20

Jim Artesani, Associate Dean of Graduate Education, Research, and Outreach

Date

Kody Varahramyan, Vice President for Research and Dean of the Graduate School

Date

Faye Gilbert, UMaine Interim Executive Vice President for Academic Affairs and Provost

Date

Joan Ferrini-Mundy, President

UNIVERSITY OF MAINE SYSTEM
SUBSTANTIVE CHANGE TO AN EXISTING DEGREE PROGRAM

_____ Graduate **X**
_____
_____

University of Maine
(Institution Name)

1. Title
Degree:
Master of Music in Music Education
Area: Music Education
CIP Code: 13.1312

2. Persons Responsible for Planning
Name: **Laura Artesani**
Department: **Division of Music**
Phone number: **581-1745**
Address: **Class of 1944 Hall**

Name: Webb Parker
Department: Division of Music
Phone number: 581-4703
Address: Class of 1944 Hall

2. **General Objective of Proposal: We are planning to shift our M.M. in Music Education degree to an online program.**

3. **Documented Evidence of Need: It is not economically feasible for most music educators to leave their teaching positions to attend graduate school full time on campus. An online master's degree in Music Education will provide music educators in Maine and beyond with the ability to complete courses without traveling a long distance or leaving their teaching positions. The state of Maine professional teaching licensure requires that teachers complete six graduate credits every five years, so there is a need for viable graduate courses in music education in our state. We plan to include an emphasis on teaching music in rural schools, which is relevant to many music educators in Maine and elsewhere, and does not appear to be addressed in any other online M.M. in Music Education degree programs in the U.S.**

5. A. Which campuses, agencies, organizations, institutions or individuals have you involved in the program?

Name	Address	Individual Contact	Title
Dr. Monique LaRocque	**University of Maine Division of Lifelong Learning, 100 Chadbourne Hall,**	**Associate Provost, DLL**	
Dagmar Moravec,	**Director of Online Student Student Services and UMaine GOLD Program**		

B. Which campuses, agencies, organizations, institutions or individuals do you plan to involve in the program?

Name	Address	Individual Contact	Title

Dr. Shihfen Tu, University of Maine College of Education and Human Development, Shibles Hall, Director, School of Learning and Teaching

C. How?

It is our hope that some online graduate education courses currently offered in the COEHD will count as electives in our online M.M in Music Education degree program.

6. What type and/or extent of support is presently available?

A. Personnel **We currently have two faculty members in the Division of Music who hold the Ph.D. in Music Education: Dr. Philip Edelman and Dr. Webb Parker. Phil and Webb both have many years of teaching experience in public schools. Webb was the coordinator of a similar online program at the University of Southern Mississippi before coming to the University of Maine. There are other qualified music educators in our state who could potentially teach courses in this online degree program on a part-time basis.**

B. Facilities **We will continue to work with the Division of Lifelong Learning and UMaine GOLD as we implement this program.**

C. Equipment

D. Funding Sources

E. Library Resources

F. Other

G. What additional new costs are required in any or all of the above categories? **It is possible that the implementation of this online degree program will require a change in teaching loads for Dr. Parker and Dr. Edelman, which may necessitate covering courses in their current loads with adjunct faculty members.**

7. Briefly describe preliminary plans for regular program evaluations, formative and summative.

Summative: This degree program would continue to be evaluated and accredited through the National Association of Schools of Music (NASM).

Formative: Student course evaluations would continue to be used as feedback.

8. Time Frame:
Estimated Planning Time: **We initially met with Monique LaRocque and Dagmar Moravec in Spring 2019; additional meetings are scheduled, and planning is ongoing.**

Estimated Implementation Time: **We plan to launch the online degree program in January 2021.**
Estimate of Program Lifetime: **With content and technological updates to stay current in the field, this degree program will be viable for many years to come.**

9. COMPLETE FOR GRADUATE PROGRAM ONLY: On what other campus, if any, will this program be available? What plans are there to insure transferability from other campuses into this program or to deliver this program to other campuses?

Students who have earned an undergraduate degree in music education from the University of Southern Maine would be eligible for this degree program.

10. Other Pertinent Data and/or Information:
Informal responses from music educators in our state about this proposal have been very positive.

11. Submitted By:

Laura Artesani March 3, 2020
(Signatures of Person(s) Responsible for Program Plan)
(Date)

Approved By:


4-16-20

(College Dean)
(Date)


4/16/20

(Associate Provost for Lifelong Learning)
(Date)

(VP for Research and Dean of the Graduate School)
(Date)

(Provost)
(Date)

(President)
(Date)

School of Computing & Information Science

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Subject: Approval Sheet for **Graduate Certificate in Computing for Educators**

The attached Graduate Certificate Program in Computing for Educators has been reviewed by the faculty of the School of Computing and Information Science and been approved by vote of the unit faculty on ~~<insert date>~~ March 2, 2020.

The following attest to the approval the program by their appropriate reviewing units.

Signature	**Date**
Harlan Onsrud, Graduate Coordinator for MS & PhD Spatial Information Science and Engineering, MS Information Systems, MS Spatial Informatics, SCIS	3/2/2020
Terry Yoo, Graduate Coordinator for MS & PhD Computer Science, SCIS	2 March 2020
Penny Rheingans, Director, School of Computing and Information Science	3/2/20
Emily Haddad, Dean, College of Liberal Arts and Sciences	3-12-20
Monique LaRocque, Associate Provost, Division of Lifelong Learning	
Kody Varahramyan, Dean, Graduate School	
Faye Gilbert, Interim Provost, University of Maine	
Joan Ferrini-Mundy, President, University of Maine	

Draft: 2 March 2020

Graduate Certificate Proposal

Graduate Certificate in Computing for Educators

Overview

The *Graduate Certificate in Computing for Educators* will be available for those desiring to teach computational thinking, computer coding, and computer science skills problem solving courses primarily in grades 9-12. The program is offered completely online but most courses are also available on campus. This program is designed to educate teachers with little to no current computer science and programming skills to better prepare them to teach computer coding courses and methods for teaching computer science problem solving within grades 9-12. Graduate students completing the program acquire the requisite knowledge and skills preparing them to teach both of the Computer Science Advanced Placement (AP) courses recommended to be taught in high schools. See https://apcentral.collegeboard.org/courses

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Contents

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1. Educational Objectives

Improve the computational and programming content knowledge of high school teachers throughout Maine and New England.

Improve the computational and programming skills of Maine and New England high school graduates entering universities by educating high school teachers who can provide their students with strong educational experiences in computing subject matter.

Provide graduate students with foundation knowledge enabling them to keep up-to-date in computer science content over time as programming languages and computational methods evolve.

Provide a flexible educational path enabling graduate students to choose one or more electives in technical or pedagogic subject matter best meeting their specific needs and enabling successful students to continue pursuit of a full graduate degree extending from the graduate certificate.

Having completed this curriculum, high school computing course teachers should have the foundations to allow them to competently teach the AP courses in computer science principles at their institution in order to allow their students to pass both the national ***AP Computer Science Principles*** exam and the ***AP Computer Science A exam***.

2. Graduate Certificate Requirements and Proposed Course Sequence

The graduate certificate program begins with an accelerated programming and computer science fundamentals course using a standardized curriculum covering the College Board AP CS Principles that was developed through funding from NSF. It employs numerous small project exercises using Scratch and Snap and requires students to expand upon projects for potential classroom teaching. This is followed by an introductory yet accelerated information systems programming course that currently uses Python. The third course introduces advanced programming skills and focuses on the core concepts of object-oriented programming and design using a high-level language, either Python or Java. In the fourth course, graduate students are required to engage in digital data gathering, organizing, processing, and presentation of the results of analysis. In the fifth course, the graduate student chooses from among numerous existing graduate distance courses to pursue one best suited to the individual interests or needs of each educator.

While the progression of courses listed below, is generally recommended, a program student may take any required course at any time for which they have completed the prerequisites. The graduate certificate requires a total of 5 courses (15 credits) as follows:

Course	Modality	Cr	Prereq	Usual Semester	Usual Instructor
SIE 504 The Beauty and Joy of Computing	campus & online	3	graduate standing	Fall	Holden (DLL)
SIE 507 Information Systems Programming	campus & online	3	graduate standing	Fall	Ranasinghe
SIE 508 Object Oriented Programming	campus & online	3	SIE 507	Spring and Summer	Nittel Dufour (DLL)
Required: Choose 1		3			
SIE 509 Principles of Geographic Information Systems	campus & online		SIE 507	Fall	Beard
SIE 557 Database Applications	"		SIE 507	Spring	Nittel
SIE 558 Real Time Sensor Databases	"		SIE 508	Alt. Spring	Nittel
COS 465/565 Data Visualization	campus & online		COS 226	Spring	Rheingans
COS 470/570 Introduction to Artificial Intelligence	"		COS 226 or 221		Turner
Pre-Approved Electives: Choose 1		3			
Required course above not yet taken					
SIE 550 Design of Information Systems	campus & online		graduate standing	Fall	Egenhofer
SIE 505 Formal Foundations for Information Science	"		SIE 550	Spring	Hahmann
SIE 510 Geographic Information Systems Applications	"		SIE 509	Spring	Beard

SIE 512 Spatial Analysis	"		Statistics	Fall	Beard
SIE 515 Human Computer Interaction	"		SIE 507	Fall	Giudice
SIE 517 Spatial Interaction Design	"		Grd Stdn	?	Ranasinghe
Any other 500 level SIE course					
EDT 520 Digital Age Teaching and Learning Methods	campus & online				Morrison
EDT 571 Methods of Integrating Inclusive Computational Thinking	"				Bailey
Any other 400 or 500 level COS course	varies				

If a student has already covered the material in a required course, the course may be waived with another course selected to replace it from the elective list and approved by the student's graduate committee.

Additional electives may be proposed by the student but must be approved by the graduate coordinator and advisor prior to inclusion for meeting the elective requirement.

Up to two courses (six credits) at the 400 level and above may be accepted for transfer into the Graduate Certificate program assuming the courses are approved as appropriate by the students graduate committee.

This post-baccalaureate free-standing five-course graduate certificate program is designed to serve primarily applicants either currently employed or seeking to be employed in teaching computing and computer science courses or content in grades 9-12. However, it is open to any qualified applicant from any baccalaureate disciplinary domain and not just the primary audience.

Admitted graduate students may finish in a single year (assumes two online courses per semester and a single course in the summer) or perhaps more typically in two years (assumes one online course per semester and a single course during one summer).

3. Course Descriptions

Legend:

* - indicates course is already taught online at UMaine.

++ - indicates course is proposed to be taught online and course proposal submitted

+++ - indicates course is proposed to be taught online and course modification forthcoming

a. Required

SIE 504 The Beauty and Joy of Computing ++

This is an introductory course in computer science designed to prepare students with the skills and knowledge necessary to teach the first Advanced Placement (AP) course "Computer Science Principles." It will also be useful for students wishing to integrate computer science concepts into other academic disciplines. The course covers the AP Principles Framework and Computational Thinking Practices and introduces and utilizes Scratch and Snap Programming. See https://bjc.edc.org/ and https://apcentral.collegeboard.org/courses/ap-computer-science-principles

Prerequisites: Graduate standing

SIE 507 Information Systems Programming *

Programming for those envisioning careers focused on developing and managing information systems and databases as opposed to software design. Current focus is on Python

programming language. Data structures, algorithms, and their analysis. Requires an individual or group project. Cr: 3

Prerequisites: Graduate standing in a program in SCIS

SIE 508 Object Oriented Programming ++

This course introduces advanced programming skills and focuses on the core concepts of object-oriented programming and design using a high-level language, either Python or Java. Object-oriented programming represents the integration of software components into a large-scale software architecture. Software development in this way represents the next logical step after learning coding fundamentals, allowing for the creation of sprawling programs. The course focuses on the understanding and practical mastery of object-oriented concepts such as classes, objects, data abstraction, methods, method overloading, inheritance and polymorphism. Practical applications in the domain of data science and as seen in stacks, queues, lists, and trees will be examined. Cr: 3

Prerequisites: SIE 507 or equivalent or Permission

Choose one of:

SIE 509 Principles of Geographic Information Systems*

Covers foundation principles of geographic information systems, including traditional representations of spatial data and techniques for analyzing spatial data in digital form. Combines an overview of general principles associated with implementation of geographic information systems and practical experience in the analysis of geographic information.

Prerequisites: Graduate standing and SIE 507 or equivalent programming knowledge.

SIE 557 Database Applications*

Study, design and implementation of object-relational database system applications. Introduction to database systems. Integrating database systems with programs. Web applications using database systems. Final database project.

Prerequisites: SIE 507 or equivalent programming knowledge or permission.

SIE 558 Real Time Sensor Databases*

This course is an introduction into the technology of sensor data stream management. This data management technology is driven by computing through sensors and other smart devices that are embedded in the environment and attached to the Internet, constantly streaming sensed information. With streams everywhere, Data Stream Engines (DSE) have emerged aiming to provide generic software technology similar to that of database systems for analyzing streaming data with simple queries in real-time. Sensor streams are ultimately stored in databases and analyzed using scalable cloud technologies.

Prerequisites & Notes: SIE 508 Object Oriented Programming

COS 465/565 Data Visualization +++

Introduction to the goals, techniques, implementation, and evaluation of visual representations for large quantities of data. Students work with a team to produce a novel visualization solution for a client with application domain data and goals.

Prerequisites: COS 226 or permission

COS 470/570 Introduction to Artificial Intelligence +++

Introduces the student to the field of artificial intelligence, including fundamental areas and concepts such as heuristic search, knowledge representation, automated reasoning and

planning, deep learning, intelligent agents, and multiagent systems. Experience in AI programming is provided by homework assignments and a semester project.
Prerequisites: COS 226 or COS 221 or permission

b. Electives

Choose one of:

Any additional required course above not yet taken.

SIE 550 Design of Information Systems*
Cognitive and theoretical foundation for representation of knowledge in information systems and fundamental concepts necessary to design and implement information systems. Logic programming as a tool for fast design and prototyping of data models. Formal languages and formal models, conceptual modeling techniques, methods for data abstraction, object-oriented modeling and database schema design. Relational data model and database query languages, including SQL.
Prerequisites: Graduate standing

SIE 505 - Formal Foundations for Information Science*
Increases student's understanding of the approach to information systems and science by formalisms. Draws on mathematics to increase familiarity with formal syntax and language, develops understanding and technical ability in handling structures relevant to information systems and science. Includes a review of fundamental material on set theory, functions and relations, graph theory, and logic; examines a variety of algebraic structures; discusses formal languages and the bases of computation.
Prerequisites: SIE 550 or instructor permission

SIE 510 - Geographic Information Systems Applications*
Introduces both conceptual and practical aspects of developing GIS applications. Covers application areas from natural resource planning through transportation, cadastral and land information systems and their spatial modeling requirements, and application development from requirement analysis to database design and implementation.
Prerequisites: SIE 509 or instructor permission

SIE 512 - Spatial Analysis*
Introduces students to techniques for spatial analysis. Covers methods and problems in spatial data sampling, issues in preliminary or exploratory analysis, problems in providing numerical summaries and characterizing spatial properties of map data and analysis techniques for univariate and multivariate data. Students will be responsible for completing several hands-on exercises.
Prerequisites: Statistics course and graduate standing or instructor permission

SIE 515 - Human Computer Interaction*
Students are introduced to the fundamental theories and concepts of human-computer interaction (HCI). Topics covered include: interface design and evaluation, usability and universal design, multimodal interfaces (touch, gesture, natural language), virtual reality, and spatial displays.
Prerequisites: graduate standing, SIE 507 or programming experience, or instructor permission

SIE 517 Spatial Interaction Design++

The main objective of this course is to provide a hands-on experience of interaction design research practice focusing on the interactive prototype construction. The principles and technologies of interaction design will be learned by adding expressive interactions to objects and spaces around us (spatial interactions). Interaction Design (IxD) discovers people's needs, understands the context of use, frames product opportunities, and propose useful, usable, and desirable (usually digital) products. Interaction designers often work with narrative to explore and refine desired behaviors and user experience. This interdisciplinary course (projects based) will engage students with the fundamentals of interaction design and applied interaction design methods to shape behavior between people and products, services, and environments. First, we will select a specific location in a domestic setting (for example, the kitchen, dining room, office space, or the playground), then discuss and develop digital interactions for novel experiences.

Prerequisites: Graduate standing

EDT 520 Digital Age Teaching and Learning Methods*

In this foundational course students will explore how digital tools allow for new models of teaching and learning. Students will engage in a critical review of how technology has been used, and explore current trends in educational settings. Students will discuss relevant theories of cognition, explore issues of access and equity, and consider how curriculum, instruction, and assessment might be designed with the support of technology. The learning environment for the course will model different engagement, practical applications, design projects, and social networks.

EDT 571 Methods of Integrating Inclusive Computational Thinking ++

Computational thinking is a problem-solving process that draws on the principles and practices central to computing education. This course provides a foundation in the big ideas in computational thinking - abstraction, data and information, algorithms, and programming - and the application of these practices to domain-based contexts in educational environments. Participants will explore pedagogical approaches to promoting computational thinking with a focus on including those groups who are historically underrepresented in the field. Students will use a range of curriculum standards to plan, design instruction, and use assessment strategies that integrate computational thinking competencies. As a result of this course, students will be able to

1. Develop an understanding of computational thinking and its integration and application as a cross-curricular skill
2. Apply computational thinking to educational contexts and classrooms
3. Understand who has been underrepresented in the field of computing and understand learners' needs to support an inclusive computational thinking culture
4. Apply teaching strategies for integrating computational thinking practices into learning activities in ways that enhance student learning of both the academic discipline and computing concepts
5. Develop a foundational knowledge of computer algorithms to help teach content area skills in applicable environments

COS 480/580 - Database Management Systems * OR **

Covers database management systems from the perspective of database designers and database application programmers. Topics include Entity-Relationship modeling, relational databases, transactions and isolation, and Web-database applications. Includes both individual programming assignments and semester-long group projects culminating in demonstrations of substantial database application.

Prerequisites: COS 350 or permission.

4. Alignment between Educational Objectives and Course Requirements

The first three required courses are explicitly focused on foundational computational and programming content knowledge that will bring the student with little to no computer science background to the point that they should have the foundations to enable them to teach the content needed for the two high school computer science AP exams. The first course has been specifically designed to meet the content requirements of the *AP Computer Science Principles* exam and thus the course includes a walkthrough of all materials and assignments needed to teach that course. The second course covers the primary content subject matter of the *AP Computer Science* A exam and is a prerequisite to the third course. The third course covers subject matter covers subject matter in object-oriented programming to ensure the graduate students are familiar with subject matter beyond which they will be teaching to their students and this course also introduces or covers in depth Java programming which is the current language in which the *AP Computer Science* A exam is given. Hence, upon completing those three courses, graduates should have the foundations required to be successful in teaching the national standards subject matter to their students. However, to employ substantive and interesting student-engaged learning, teachers also need to acquire technological expertise that will allow them to employ project-based digital data gathering and processing through the use of sensors, geographic information systems, robots, drones, or similar technologies. The fourth required course fulfills this role and helps achieve the educational objective of providing the students of graduates with strong educational experiences in computing subject matter. This and the final elective course should fill out their background to allow them to provide the foundations and motivate them to keep up-to-date in computer science content over time. The full set of five courses if completed successfully should enable them to continue smoothly into completing a full master's degree in information systems, spatial informatics, or data science by distance if they so desire.

5. Statement of Graduate Certificate Program Need and Intended Audience

Computer science and data science knowledge is in great demand by industry and businesses in the State of Maine and across the nation. It is predicted to remain high and continue to grow in the coming years. Recognizing this need, the State of Maine is currently implementing a K-12 Computer Science Education State Plan across all school districts. Because computer science and programming courses are not typically included as requirements in Education undergraduate or graduate degrees, many teachers in Maine and throughout New England and the nation are ill prepared to teach high school level computer science problem solving and programming courses. This program seeks to directly address the shortage of teachers with the background to be able to at least partially meet the knowledge needs of grade 9-12 computer science course teachers.

6. Student Eligibility and Admission Criteria

To apply, prospective students submit a standard Graduate Certificate Application to the University of Maine Graduate School for review and decisions by the SCIS Spatial Informatics graduate coordinator in consultation with the unit and then by the graduate school.

- Students must hold a bachelor's degree from an accredited college or university. Official transcript(s) are required.

- All courses must be passed with a grade of B- or above to be applied towards the certificate.
- Some or all of the courses taken for this Graduate Certificate program may be accepted for transfer into the MS Information Systems, MS Spatial Informatics or other SCIS graduate degrees if approved by the student's program advisor and student's graduate committee. Completion of a certificate course does not guarantee acceptance towards a full graduate degree.

7. Student Fiscal Issues and Criteria

Graduate certificate students may enroll on either a part-time or a full-time basis, as determined by the graduate certificate program coordinator.
It is highly likely that in-service school teachers will have all or a substantial portion of their graduate certificate course tuition expenses paid by their school district if successful in each course. Enrollees in other SCIS graduate distance programs often have their tuition expenses reimbursed by their employers.
Graduate certificate students may also be considered for merit-based financial aid by SCIS as available, as well as for need-based financial aid by the Student Financial Aid Office

8. Staffing and Resources

No new faculty lines will be required to offer this Graduate Certificate program. Current faculty and adjuncts will teach the courses as part of regular load or may be funded by DLL for summer courses or late afternoon offerings. Coordination and advising of this Graduate Certificate will be accomplished by the Graduate Coordinator for the Spatial Informatics Faculty Graduate Programs (MS & PhD in Spatial Information Science and Engineering, MS Information Systems, MS Spatial Informatics, Graduate Certificates in Information Systems and Geographic Information Systems)

9. Impact on Related Degree Programs

The proposed ***Graduate Certificate in Computing for Educators*** mutually supports the ***Graduate Certificate in Computational Thinking for Educators*** that was recently proposed by the University of Maine College of Education. The current proposal focuses on teachers in grades 9-12 desiring to teach stand-alone computing problem-solving and programming courses whereas the College of Education graduate certificate focuses on methodologies for applying computational thinking in the context of courses taught in other subject areas such as biological sciences, physical sciences, earth sciences and similar well-established course areas with an emphasis on K through 8. Some overlap is inevitable and beneficial. Some courses drawn from the other mutually supported graduate certificate program may be used by students as electives in their own program. The programs have worked closely with each other in order to depend on each other's expertise as needed for the students. In addition, the *Maine Center for Research in STEM Education (RiSECenter)* currently is in the process of developing a graduate level research-based pedagogy course for *Mast of Science in Teaching* students. When this becomes available it will be explored for possible inclusion as an elective course within the ***Graduate Certificate in Computing for Educators.*** However, since there are no current plans to offer it online it may be limited as opportunity primarily for on-campus students.

10. Graduate Faculty Contributing to the Program

Primary faculty teaching in this new certificate program include those that are already regularly teaching information systems and spatial informatics graduate online courses. These faculty members are likely to be the primary advisors for graduate students accepted into the program. These include:

Kate Beard-Tisdale Professor of Spatial Informatics kate.beard@maine.edu	Silvia Nittel Associate Professor of Spatial Informatics silvia.nittel@maine.edu
Max Egenhofer Professor of Spatial Informatics max.egenhofer@maine.edu	Harlan Onsrud Professor of Spatial Informatics harlan.onsrud@maine.edu
Nicholas Giudice Professor of Spatial Informatics nicholas.giudice@maine.edu	Nimesha Ranasinghe Assistant Professor of Spatial Informatics r.ranasinghe@maine.edu
Torsten Hahmann Associate Professor of Spatial Informatics torsten.hahmann@maine.edu	

Additional instructors critical in developing and offering new distance courses to support this graduate certificate include:

Chris Dufour Lecturer of Computer Science christopher.dufour@maine.edu	Constance C. Holden Professor of Developmental Math & Science, University of Maine at Augusta Adjunct Professor of Spatial Informatics University of Maine cholden@maine.edu
Penny Rheingans Professor of Computer Science penny.rheingans@maine.edu	Roy Turner Associate Professor of Computer Science rturner@maine.edu

11. Graduate Coordinator

The initial coordinator for this new program will be:

Professor Harlan Onsrud
Graduate Coordinator for MS & PhD Spatial Information Science and Engineering, MS Information Systems, MS Spatial Informatics, Graduate Certificate in Information Systems, and Graduate Certificate in Geographic Information Systems
School of Computing and Information Science