**THE UNIVERSITY OF MAINE**
**Graduate School**

**Graduate Board**
**Thursday, April 22, 2021**
**By Zoom:**

**3:00-4:30 pm**

AGENDA

1. Approval of the April 6, 2021 Graduate Curriculum Committee report

2. Announcements/updates
   - Flagship doctoral fellowships
   - Summer dissertation fellowships
   - Commencement update
   - Faculty member in residence
   - Graduate Board membership

3. New program proposal discussion:
   - PSM and Graduate Certificate in Electrical Engineering Technology
   - Graduate Certificate in Engineering Applications of AI
   - MEE graduate concentrations
   - Accelerated program agreement in History with USM
   - Accelerated program in Business Administration
   - Program modifications to MA in French and MAT in French and Spanish

4. UMS Graduate Faculty appointments (final review of revised policy)

5. Pursuing best practices in graduate mentoring

6. Items arising

# CURRICULUM COMMITTEE REPORT

**The Curriculum Committee met on April 6th, 2021 and, is recommending the following courses to the Graduate Board for approval at its April 22nd meeting.**

*New Courses:*

**CSD 680**    Augmentative and Alternative Communication

**ERL 570**    Designing Online Learning Experiences

**ERL 576**    Literacy in the Home, School, and Community

**ESC 556**    Climate Change Education

**EAD 567**    Stakeholder Engagement

**EAD 600**    Educational Research for School Leaders

*Previously approved*

**ENG 600**    Introduction to Graduate Studies in English

**SFR 530**    Wood Physics

# 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  Communication Sciences & Disorders

COURSE DESIGNATOR  CSD  COURSE NUMBER  680  EFFECTIVE SEMESTER  Spring 2022

COURSE TITLE  Augmentative and Alternative Communication

## 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)

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

College Dean(s)

Graduate School [sign and date]

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

## SECTION 1 (FOR NEW COURSE PROPOSALS)

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

CSD 680 Augmentative and Alternative Communication
Surveys the needs of individuals who can benefit from augmentative and
alternative communication (AAC) across life span. Includes history of AAC
and social communication theories related to evidence-based practice. Credits:
3; Prerequisites: Graduate student or 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
- [x] Lecture/Seminar
- [ ] Recitation
- [ ] Independent Study
- [ ] Thesis

Text(s) planned for use:

Beukelman, D. R., & Light, P. (2020). Augmentative and alternative
communication: Supporting children and adults with complex communication
needs. Paul H. Brookes Publications.

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

Jennifer Seale, Assistant Professor, 2/2

Reason for new course:

Standards for the national certificate in speech-
language pathology now require the acquisition of knowledge and skill related to altern
ative and augmentative communication.

This course has been offered for 4 years as a CSD 586 Current Issues (elective) 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.

Students enrolled in the cross-
disciplinary Online Training to promote Augmentative and Alternative Communication
and Tele-Intervention for Maine (CONTAACT-
ME) through the School of Teaching & Learning in COEHD will be required to take this
course.

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

Every spring semester. No overload.

Augmentative and Alternative Communication
CSD 680,
Spring 20___

Instructor: Jennifer Seale, PhD, CCC-SLP
Contact: jennifer.seale@maine.edu
Office: 343 Dunn Hall
Office Hours: 11:00 AM – 1:00 PM Thurs or email me to request an appointment.
Class Time: 4:00 PM - 6:40 PM Monday

Course Delivery: Class time will be distributed among lecture, lab, guest speakers, and discussions focused on readings and problems students may encounter.

Synchronous/asynchronous, Video conference, Blended online

Software & Digital Services: Brightspace, Zoom, Google Drive (and Docs), Kaltura

## Course Information (3 Credits)

Augmentative and Alternative Communication (AAC) is an area of speech-language pathology that focuses on individuals described as having complex communication needs (CCN). Individuals with CCN often have impairments in speech (and sometimes written) communication. The purpose of this course is to provide students with historic, scientific, clinical, and social (i.e., human) frameworks for this specialty area. Upon successful completion of this course, students will have sufficient knowledge and technical skills to identify, and begin to work with, individuals who may benefit from AAC treatment. Additionally, students who successfully complete this course will have knowledge and skills to be an informed and critical consumer and purveyor of research related to assessment and instructional methods for AAC.

## Instructional Materials and Methods

Required text:

Beukelman, D. R., & Light, P. (2020). *Augmentative and alternative communication: Supporting children and adults with complex communication needs*. Paul H. Brookes Publications.

Additional readings will be made available via Brightspace.

## Course Goals:
This course will introduce student-clinicians to basic principles physical, operational and cognitive-linguistic demands of AAC, components of AAC systems; interaction issues; characteristics of clinical populations who use AAC; assessment principles and procedures;

sample interventions; service delivery issues and strategies; outcome assessment techniques; and future issues in the area of AAC.

## Student Learning Objectives:

- Students will demonstrate an understanding of the definition of Augmentative and Alternative Communication and learn about the underlying theoretical principles of this area of communication
- Students will understand assessment and intervention principles as they relate to individuals with complex communication needs
- Students will learn about and interact with a variety of AAC devices and understand basic interface design principles as they relate to communication

## Conceptual Framework:

*Knowledge-* Students will gain a theoretical understanding of the principles surrounding the filed of Augmentative and Alternative Communication (AAC). This class will provide students with the critical knowledge and skills needed to be an informed practitioner and critical consumer of assessment and instructional methods and strategies for AAC. Students will gain a foundation in social interaction and will be able to select appropriate technologies and interventions that promote effective communication.

*Service-* Students are required to complete several real-world assignments (e.g. device design project and community project) that serve and support those individuals using AAC and professionals.

*Diversity-* Students will be able to recognize and understand cultural differences in evaluating and treating persons with complex communication needs throughout the lifespan in various ethnic, gender, and age groups.

*Professionalism/Leadership-* Students will be expected to conduct all communications in a professional manner. In addition, students will be completing written assignments and will be required to write using standards guided by the profession.

*Pedagogy-* This course will require students to demonstrate knowledge via projects, written papers and in-class exercises and discussions.

## Student Learning Outcomes

For students pursuing a career in the fields of speech-language pathology and/or audiology, this course addresses the following American Speech Language Hearing Association (ASHA) 2020 Standards for the Certificate of Clinical Competence are addressed in this course:

- Students will be able to recognize and understand cultural differences in evaluating and treating persons with complex communication needs throughout the lifespan in various ethnic, gender, and age groups. (Standard IV-B)

- Students will gain a foundation in social interaction and will be able to select appropriate technologies and interventions that promote effective communication. (Standard IV-C ; IV-D)

- This course requires students to demonstrate knowledge via projects, written papers and in-class exercises and discussions. Students will complete assignments in the field where they will be expected to conduct all communications in a professional manner, and will be required to write using standards guided by the profession. (Standard V-A; V-B)

- Students will be afforded the opportunity to have hands-on experiences with AAC systems and individuals who can benefit from or currently use them. These will involve developing AAC systems and assessment protocols that incorporate information from your readings, lectures, in class activities and individual research.

**Assessment:**

1. Formative Assessment:
   a) Regular, small group, in-class activities for hands-on experience with opportunities for
      a. discussion and feedback with entire class
   b) Student discussions during lectures/presentations
   c) Role-play assignment regarding using AAC
   d) Lab work using different software
   e) Students will do a "One Minute Critique" two times during the semester to rate what they
      a. like and dislike about the course and the instructor's teaching effectiveness. These ratings will be shared with the whole class and positive suggestions to improve any level of the class will be incorporated.
   f) Labs, Application Activities

2. Summative Assessment:
   a) Device design project
   b) Case Study paper
   c) Community Project
   d) Quizzes

**Assessment Learning Objectives (KASA Evaluation):**
Performances on selected items, projects and activities will be used for formative assessment. Satisfactory performances of 75% or better on these deliverables will be necessary.

Students will achieve 75% or better total score on (Objectives 1-3):
   1. Labs
   2. Debate
   3. Independent clinical project

*Remediation:* If a student is unable to achieve 75% total score the student will meet with the professor on an individual basis to discuss their responses to the assignment. An extra reading and 3 review questions will be provided after the meeting.

## Grading

| | Total Number of Points |
|---|---|
| Application activities & Homework | 20 |
| Labs (4 @ 10 points each) | 40 |
| Quiz | 60 |
| Debate | 40 |
| Independent Project | 40 |
| TOTAL POSSIBLE | 200 |

GRADING SCALE:     **A = 180-200 points   B = 160-179.5 points C = 140-159.5 points**

### GRADING % Cut-Off Criterion

| | | |
|---|---|---|
| A = 92-100 | B- = 80-81 | D+ = 67-69 |
| A- = 90-91 | C+ = 77-79 | D = 60-66 |
| B+ = 88-89 | C = 72-76 | D- = 60-61 |
| B = 82-87 | C- = 70-71 | F = 0-59 |

## Course Expectations

Students are required to display *professionalism* as they complete several real-world assignments (e.g. device design project and community project) that serve and support individuals using AAC and professionals in the community.

Assignments. All assignments are due promptly at 8 AM on the due date. All submitted assignments must be typed. Accuracy in spelling and grammar is required. Work is expected to be of high quality and neat, reflecting graduate, scholarly writing. **Late assignments are not accepted, and make-up quizzes are not offered.** If the deadline is not met for medical reasons, then e-mail the instructor immediately and submit relevant documentation within three days of the deadline. Failure to comply with this policy will result in a grade of 0 for the missed assignment.

Attendance. Class attendance is not mandatory. However, I often assign in-class activities, which contribute to your final grade. You will only receive credit for in-class activities if you attend. I will excuse one missed participation opportunity (without documentation).

Email Communication. When emailing, always use [CSD 586] as your subject line. If you do not, there is a great likelihood that your email gets lost in the mass of email I receive each day. Email is the best way to contact me about quick procedural questions, trouble you are having

finding materials or to confirm and/or set up office hour appointments. I will reply within at least 1-2 business days. For questions about your grasp of course content, please use my office hours.

Technology in the classroom. Through the course of the semester, you will be required to use your own technology to participate in labs and in-class activities. If you need assistance gaining access to technology for class purposes, please contact Dr. Seale directly early in the semester. Cell phones must be turned off; texting, social media or any distracting technology use are not going to benefit your learning during class time.

- **Academic Honesty Statement:** Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University. Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314 (**\*Date Issued:** September 1, 2020): https://www.maine.edu/board-of-trustees/policy-manual/section-314/

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

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

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

## Sexual Discrimination Reporting

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

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

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

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

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

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

## University of Maine COVID-19 Syllabus Statement

COVID-19 is an infectious disease caused by the coronavirus SARS-CoV-2. The virus is transmitted person-to-person through respiratory droplets that are expelled when breathing, talking, eating, coughing, or sneezing. Additionally, the virus is stable on surfaces and can be transmitted when someone touches a contaminated surface and transfers the virus to their nose or mouth. When someone becomes infected with COVID-19 they may either have no symptoms or symptoms that range from mild to severe and can even be fatal. During this global pandemic, it is imperative that all students, faculty, and staff abide by the safety protocols and guidelines set forth by the University to ensure the safety of our campus. All students are encouraged to make the Black Bear Cares Pact to protect the health of themselves, the health of others, and the College of Our Hearts Always.

**Black Bears Care Pact:** https://umaine.edu/return/black-bears-care/

**Symptom checking:** The symptoms of COVID-19 can range from mild to severe, and even people with mild symptoms may transmit the virus to others. Students are encouraged to use the

symptom checking app each day before attending class or moving about campus and follow the recommendation prompted within the app. Students should monitor for the following symptoms daily: fever (temperature >100.4F/38.0C) or chills, new cough, loss of taste or smell, shortness of breath/difficult breathing, sore throat, diarrhea, nausea, or vomiting, or the onset of new, otherwise unexplained symptoms such as headache, muscle or body aches, fatigue, or congestion/runny nose.

**Physical distancing:** Students need to make every effort to maintain physical distancing (6 feet or more) indoors and outdoors including within classrooms. The University classrooms and physical spaces have been arranged to maximize physical distancing. Follow the traffic patterns outlined in each building and outdoor space to avoid crowding. If students are in an academic setting (i.e. clinical or lab class) that requires them to reduce physical distancing, they should follow the instructor's guidelines.

**Face coverings:** Students must wear appropriate face coverings in the classroom. Face coverings must be worn in indoor and outdoor spaces on campus unless people are alone in a room with a door closed or when they are properly physically distanced and do not expect someone to approach them. When face coverings are removed people are placing themselves and those surrounding them at increased risk for COVID-19.

**Eating and drinking in classrooms:** Students may not eat or drink in the classrooms and are encouraged to take their food or drink into areas designated for these purposes where they can maintain 6 feet physical distance from others.

**Hand hygiene:** Proper hand hygiene is an effective measure to prevent the spread of COVID-19. Students should wash their hands often with soap and water or use a hand sanitizer with at least 60% alcohol, especially after using the bathroom, before eating or drinking, and before and after going to class or university spaces such as the recreation center, library, or dining halls.

**Contingency plans:** Classes will be held in various formats to offer flexibility, compassion, and empathy during these unprecedented times. Under certain circumstances, students or instructors may need to miss classes or in-person classes may be disrupted. Students are expected to notify their instructor if they are unable to attend an in-person or online class but will not be penalized for missing class due to illness or the need to care for a family member affected by COVID-19. If a disruption occurs, your instructor will provide communication and contingency plans.

**What to do if you have or suspect you have COVID-19:** If you have symptoms of COVID-19 or have been possibly exposed to someone with COVID-19, you should stay home, not interact with others, and contact your health care provider immediately to be tested for COVID-19. You may not attend in-person classes and should suspend interactions with others until you are tested. Prior to receiving test results you should quarantine in your living area according to the Maine CDC guidelines below. Please follow the guidance of your health care professional regarding testing, quarantine, and isolation during the testing process and potential illness period.

**What to do if someone you know has or may have COVID-19:** If someone you know or that you have had close contact with (defined by the ME CDC as 15 mins or more within 6 feet or

less) has tested positive for COVID-19, you should stay home and quarantine according to the guidance of the ME CDC, contact your health care provider, and continue to monitor for symptoms. You may be required to quarantine and/or be tested for COVID-19 under these circumstances. You may also have been exposed to COVID-19 by someone you do not know, and it is possible that you could be contacted through contact tracing to determine if you were exposed. Everyone should respond to these confidential questions to ensure the safety of themselves and those around them.

**Maine CDC guidelines:** https://www.maine.gov/dhhs/mecdc/infectious-disease/epi/airborne/coronavirus/general-information.shtml

**If you have questions or would like additional information related to the University of Maine COVID-19-specific policies or procedures please use the following sources:**

University Webpages: umaine.edu/return and together.maine.edu

COVID-19 Information line: 207.581.2681

Emergency Operations Center Email Contact: umaine.alerts@maine.edu

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/UNI T **M. Ed. Literacy**

COURSE DESIGNATOR **ERL**   COURSE NUMBER **570**  EFFECTIVE SEMESTER **Summer 2021**

COURSE TITLE **Designing Online Learning Experiences**

## 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)

_____

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

_____ 2/5/2020

College Dean(s)

_____

Graduate School [sign and date]

_____

---

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

## SECTION 1 (FOR NEW COURSE PROPOSALS)

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

ERL 570 Designing Online Learning Experiences
Prerequisites: Permission
Credits: 3
Description: Study online learning theory and design elements for application to an online, hybrid, or blended environment.

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:

Design for How People Learn (2nd Edition) (Voices That Matter) 2nd Edition by Julie Dirksen
ISBN-13: 978-0134211282 \ ISBN-10: 9780134211282

The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips 2nd Edition by Judith V. Boettcher (Author), Rita-Marie Conrad
ISBN-13: 978-1119147688 / ISBN-10: 1119147689

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

David Boardman, Adjunct, Literacy, School of Learning and Teaching

Reason for new course:

This is a course that has been repeatedly taught as a "workshop" and has now evolved into a regular course.

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

● No. The department will not request additional resources for this course.

◯ Yes. Please list additional resources required and note how they will be funded or supported.

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

None.

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

Offered in the Summer by adjunct instructor.

**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.

Leading Educational Excellence

RESEARCH INNOVATION
COLLABORATION ENGAGEMENT

## Designing Online Learning Experiences
### ERL 570, Summer Online

| | |
|---|---|
| Instructor:     Dave Boardman, Ed.D. | Office: Online |
| Cell Phone:     (207) 423-6934 | Office Hours arranged via phone or |
| E-mail: davidboardman@maine.edu | Skype: dave.boardman207 |

### Course Description
Study online learning theory and design elements for application to an online, hybrid, or blended environment.

*Prerequisites:* Permission required.

*Credits*: 3

### Course Content:
*Designing Online Learning Experiences* examines learning theory as it relates to online, hybrid, and blended learning and helps participants understand how a variety of learning styles, literacy approaches, and teaching and assessment strategies interact to create successful opportunities in education. The sessions guide participants through a series of modules that blend theory with application, pairing instruction and self-directed learning with creation of instructional components or full courses that participants will lead in their own educational organizations. This is a production-oriented, self-paced course; participants will design and create their own online course, online components for a face-to-face, blended or hybrid course, or a stand-alone training program for an organization, or take on another approach. Students in this course will be able to work in a learning platform hosted by their own organization, in the course Moodle directly, or in an "sandbox" course provided by the College of Education.

### Course Objectives:
Students will develop an understanding of the principles and nature of effective online learning and apply those principles to an instructional design that is applicable to an online, hybrid, or blended context in which they teach.

*Learning Outcomes* - Student will:

- Understand and evaluate learning theory as applied to online environments, drawing from current research and practices;
- Understand how to effectively design online learning experiences so that students have the best opportunity to meet curricular or training goals;
- Evaluate, modify and apply a variety of strategies to create effective online learning environments;
- Construct a bank of reusable learning objects to create genuine learning experiences for online use;
- Create a resource of personal teaching strategies to enhance literacy instruction for distance learners.

## Required Reading:

*Design for How People Learn (2nd Edition) (Voices That Matter) 2nd Edition*
by Julie Dirksen
ISBN-13: 978-0134211282 \ ISBN-10: 9780134211282

and

*The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips 2nd Edition*
by Judith V. Boettcher  (Author), Rita-Marie Conrad
ISBN-13: 978-1119147688 / ISBN-10: 1119147689

## Course Schedule

*Designing Online Learning Experiences* is divided into eight modules. Each module lasts one week.  Sessions generally include required reading or viewing of materials and resources provided on our course Moodle, a discussion of the week's topic(s) amongst participants, and some activity toward designing course elements for your own online teaching practice.

### Week 1: June 24 – June 30: Online and Blended Learning

This module explores basic theory behind successful digital and distance learning and sets the groundwork for not only effective course design, but also effective online collaboration strategies. We explore challenges to literacy posed by online learning, and you start exploring ideas and challenges for your own practice.

Read Dirksen, Chapt. 1-3  / Boettcher & Conrad, Chapt. 1-2

### Week 2: July 1 – July 7: Exploring Tools and Locations

We focus on understanding Moodle and Canvas and exploring other tools and platforms and possibilities for meeting a variety of learning styles; we explore blended and hybrid learning in more detail, and we continue to delve into online learning research, particularly as it relates to literacy, to build a bank of distance teaching strategies and opportunities for collaboration.

Read Dirksen, Chapt. 4, 5, 6 / Boettcher & Conrad, Chapt. 3-4

### Week 3: July 8 – July 14: Teaching with the End in Mind: Reusable Learning Objects

Reusable Learning Objects are the mainstay of online learning experiences; this module is geared toward designing and producing some of the fundamental RLOs that will could make up your own course, as well as identifying the long-range direction of the learning experiences you will craft. We also look at more opportunities for online meeting, work spaces, and ways we bring these different experiences to learners.

Read Dirksen, Chapt. 7-8 / Boettcher & Conrad, Chapt. 5-6

### Week 4: July 15 – July 21: Discussions and Beyond

We examine approaches for effective discussion and opportunities for collaboration in online learning, and how we can move beyond the traditional course component design of "read-write-respond" that could limit digital learning dynamics to the correspondence course model from the mid-19th century. For those in blended and hybrid learning environments, we look at how discussions can bridge the online and in-person worlds.

Read Dirksen, Chapt. 9 - end / Boettcher & Conrad, Chapt. 7

### Week 5: July 22 – July 28: External Resources, Time Offline, and Assessment

Taking students outside of online courses offers resources that range from virtual field trips to components from university and public-access courses. This week focuses on evaluating and including those external components, with a focus on as well as incorporating formative assessments. Our focus on literacy continues as we draw from external sources for components of our instructional approaches.

Read Boettcher & Conrad, Chapt. 8

### Week 6: July 29 – August 4: Building Your Work and Participant Feedback

You'll be head-on in the production stage of your major work in the course, and this week is about building resources, teaming up with partners to try out and modify approaches, and building even more resources for blended learning opportunities.

Read Boettcher & Conrad, Chapt. 9-11

### Week 7: August 5 – August 11: Project Refinement

This module provides an opportunity for completing construction of course components, test-driving components, reviewing work by peers, and preparing individual courses and components for launch.

### Week 8: August 12 – August 16: Launch

This final module is the development, review, and launch window for final projects.

## Course Assignments

### Course Development (300 points)

Create an integrated online learning environment. Develop the online components of an online, hybrid, or blended program that includes learning standards, instructional and assessment components that cover roughly a semester, or half a year. Host your work in Moodle, Google Sites, Wordpress, or one of the many other options listed in the course, or in another environment. Build any discussion forums, prompts, projects, collaborative work sites. Connect any links to readings or video. Develop instruction modules. Create instructional components for either direct instruction or remediation, as well as for independent and collaborative learning. Account for diverse learners. Provide avenues for students to check what they know, and opportunities for teacher feedback. The environment should allow for student discussion and collaboration, direct instruction and avenues to access independent, student-directed instruction.

or

### System Development (300 points)

Design a system (school, community, state, national, nonprofit) that creates opportunities for the conditions of the Course Development project (above) to happen. This could be a "model" online learning environment that could be replicated by educators, a multi-subject, multi-level portal that provides opportunity for instruction, remediation, collaboration, and feedback. This project involves extensive work with standards, considering remediation, measurement of proficiency or some measure of learning, and implementation on a system-wide level. Contact the instructor for additional details.

## Secondary Projects (Components)

### Blended Approaches (50 points)
The overall aim of this course is the creation of an integrated online learning environment for your students, or the creation of significant policy or system development. As part of that, you'll develop a number collection of approaches that will cross the divide of online learning and in-person experiences in search of ways to help students meet standards.

### Universal Design Reusable Learning Object (50 points)
Using the fundamentals of Universal Design for Learning, students will create a series of Reusable Learning Objects that honors the tenants of UDL, honoring multiple modalities of learning, participation, and assessment.

### Discussion Integration (50 points)
After researching challenges for successful online conversation, participants will create multiple opportunities for students to take part in discussions connected to learning objectives. These platforms will become an integrated part of other reusable learning objects created during the course.

### Course Contributions (50 points)
Online learning thrives in the creation of a dynamic learning community. Nearly each module we will complete requires the participation of all students in contributions to wikis, discussion forums, blogs, and other opportunities, whether working at a self-guided pace, or scheduled pace. Cumulative grades for this section is posted in Week 8 with feedback throughout the course letting you know whether you are on track to make full points.

*Connection to Standards:*
Learning outcomes in this course align with the National Board for Professional Teaching Standards (NBPTS), including the NBPTS's Five Core Propositions:
1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

In addition, the Course Objectives and Outcomes are based on The National Educational Technology Standards for Teachers (NETS*T) by the International Society for Technology in Education (ISTE):

### 1. Facilitate and Inspire Student Learning and Creativity
Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

a. promote, support, and model creative and innovative thinking and inventiveness.

b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.

c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.

d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

**2. Design and Develop Digital-Age Learning Experiences and Assessments**

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.

b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.

c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.

d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

*Conceptual Framework and Diversity Statement*

In accordance with the conceptual framework of the University of Maine's College of Education and Human Development (COEHD), this course seeks to prepare professionals who value and demonstrate reflective practice, a dedication to teaching and learning, an understanding of the synthesis of theory and practice, and an awareness of the value of collaborating and mentoring. Embedded in all of our work within COEHD we seek to respect diversity, honor difference, and promote social justice.

**Other Information**

**Grade Policy:**
• The final course grade is an accumulation of points assigned for each of the course assignments (See above.): A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = <60.

**Grade Policy:**
  • A grade of "A" represents satisfactory completion of all course assignments.

- A grade of "B" represents satisfactory completion of the majority of course assignments including the final research study project.
- A grade of "C" represents substandard completion of a majority of the course assignments *or* of the final research study project.
- A grade of "F" represents failure to complete or unsatisfactory completion of a majority of the course assignments *or* of the final research study project.
- Within a reasonable timeframe, students will be afforded the opportunity to revise work in order to receive full credit. Clearly, time-sensitive assignments cannot be extended or revised.
- Faculty may seek your permission to collect and save course work samples for the review of our college by a national accreditation agency (NCATE). Further details will be provided as needed.

## Late Assignment Policy

See the policy specific to this course in direct communication from the instructor. Due dates are established in this course to afford opportunities for feedback from the instructor, and to give students in this course the opportunity to learn from each other. Often, our work involves participating in discussion forums. Please confer with the instructor as soon as you know you may be late in completing work.

## College of Education and Human Development Policy on Incomplete Grades in Graduate Classes

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. A request for an exception to regulation to extend an incomplete beyond one year must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. The request should note the circumstances necessitating the extension, the work that remains unfinished, and a specific deadline for completion. An extension will be granted only under unusual circumstances. For grades of *I*, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

## "Attendance" Policy

Because your involvement will be central to the progress of your peers, I consider your participation a reflection of your investment not just in the course but in the academic welfare of others. Given the online nature of this course, "attendance" in the form of timely participation in discussion Forums and other class activities is particularly critical as is the punctual completion of your online course work. At the same time, I realize that graduate students in particular are working to integrate a variety of demands, and I appreciate that a course heavy in new technology applications may confront students with a number of challenges. Please advise me as soon as possible of any circumstances that may interfere with

your timely completion of any assignments. *And, please do not hesitate to contact me for assistance with any class activities or related technology.*

**Food & Living:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support: visit their office on the 3rd floor of the Memorial Union, or call 581-1406. Furthermore, please notify the professor if you are comfortable in doing so. This will enable your professor to provide any resources that they may possess.

**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.

## Confidentiality

All academic records of students 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 on the following link: http://www.studentrecords.umaine.edu/records/confidentiality.

## University of Maine Required Statements

**Academic Honesty Statement:** Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University. Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314 (**\*Date Issued:** September 1, 2020): https://www.maine.edu/board-of-trustees/policy-manual/section-314/

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

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

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

**Sexual Discrimination Reporting:**
The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, **your teacher is required to report** this information to Title IX Student Services or the Office of Equal Opportunity.
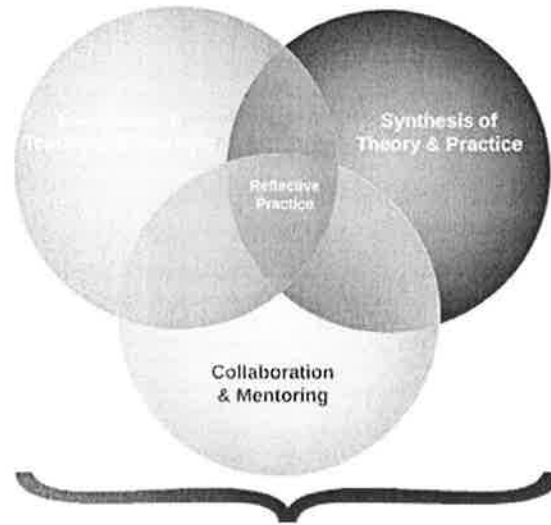**If you want to talk in confidence** to someone about an experience of sexual discrimination, please contact these resources:
For *confidential resources on campus:* **Counseling Center: 207-581-1392** or **Cutler Health Center: at 207-581-4000.**
For *confidential resources off campus:* **Rape Response Services: 1-800-871-7741** or **Partners for Peace: 1-800-863-9909.**
**Other resources:** The resources listed below can offer support but may have to report the incident to others who can help:
For *support services on campus:* **Title IX Student Services: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911.** Or see the OSAVP website for a complete list of services at http://www.umaine.edu/osavp/

THE UNIVERSITY OF
**MAINE**
College of Education
and Human Development

# Conceptual Framework



Synthesis of
Theory & Practice

Reflective
Practice

Collaboration
& Mentoring

**OUTCOME:**
Educational practices that are *equitable, meaningful,* and *relevant*

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 **M.Ed. Literacy**

COURSE DESIGNATOR **ERL** COURSE NUMBER **576** EFFECTIVE SEMESTER **Fall 2021**

COURSE TITLE **Literacy in the Home, School, and Community**

## 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)**

_____    _____

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

_____  **2/5/2020**

**College Dean(s)**

_____

**Graduate School** [sign and date]

_____    _____

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

## SECTION 1 (FOR NEW COURSE PROPOSALS)

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

> ERL 576 Literacy in the Home, School, and Community Prerequisites: None
> Credits: 3
> Description: By using socio-cultural and ecological perspectives, participants will examine the role that families and communities play in their children's development as well as home-school connections that promote literacy. Through readings, discussion and guest lectures, this course is designed to challenge conventional views of parent involvement and home-school relationships.

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
- [x] Lecture/Seminar
- [ ] Recitation
- [ ] Independent Study
- [ ] Thesis

Text(s) planned for use:

> Edwards, P.A. (1999). A Path to Follow. Portsmouth, NH: Heinemann.
> Journal articles provided in class.
> Guest speakers who provide readings.

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

> Susan Bennett-Armistead, Associate Professor, Literacy, School of Learning and Teaching, 2/2

Reason for new course:

> This is an elective course that has been taught for several years as a "workshop" has now evolved into a regular course.

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

(●) No. The department will not request additional resources for this course.

( ) Yes. Please list additional resources required and note how they will be funded or supported.

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

> None.

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

> Summer; This course is typically taught during the summer but has been taught on load during the academic year.

**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.

THE UNIVERSITY OF MAINE

Leading Educational Excellence

RESEARCH   INNOVATION
COLLABORATION   ENGAGEMENT

# ERL 576
## Literacy in Home, School, and Community

Instructor
Susan Bennett-Armistead, Ph.D.
Office hours: Before or after class or anytime by appointment
Susan.bennett-armistead@maine.edu

Administrative Assistant:
118 Merrill Hall (581-3119)

Important Course Information:

Course Description: By using socio-cultural and ecological perspectives, participants will examine the role that families and communities play in their children's development as well as home-school connections that promote literacy. Through readings, discussion and guest lectures, this course is designed to challenge conventional views of parent involvement and home-school relationships.

Course Objectives:
Participants will-
- Become familiar with differences among families and their literacy values.
- Develop appreciation for varied forms of literacy use.
- Write a parent story to more deeply investigate the literacy of a family.
- Investigate a family's Fund of Knowledge.
- Become familiar with successful methods of school-home relationship building.
- Become familiar with some examples of community-based initiatives for supporting literacy.

While grounded in research and language theory, this course is designed to be an opportunity for practitioners both to *learn* current effective practice and to share their own practice with others to *inform* effective practice.

Vision and Mission of the College of Education and Human Development

Our vision in the College of Education and Human Development is to promote life-long learning and reflection for all educators participating in our programs, and to enhance learning opportunities for all P-12 students that our educators serve. To do this, it is important that College faculty demonstrate that they are life-long learners and that we all—faculty and students—learn together.

In part, the mission of the college is to provide leadership, professional development, research, and resources to strengthen and advance education at all levels, address concerns that affect children, families and society, and help people of all ages and abilities pursue life-long learning and achievement. The college affords all candidates with educational opportunities that focus on active and critical inquiry and appreciation of the diverse cultural and aesthetic heritage of humankind. The college's mission is to develop well-rounded, ethical individuals who have the knowledge and the communication and analytical skills that are the necessary foundation for productive professional and personal lives.

Reflective Practice is the overarching theme for both the preparation of educators and the ongoing development of practicing teachers in our college. Reflective practice involves a process of continuous and thoughtful self-evaluation of everything that affects teaching and learning. Reflective practice contributes to continual improvement of what we do as educators.
Three core principles support reflective practice: Dedication to Teaching and Learning; Synthesis of Theory and Practice; Collaboration and Mentoring

The content and assignments of ERL 590 reflect these core principles. Our work this semester through course activities, discussions, readings, and other assignments focuses on promoting language development in children.
Assignments will help you reflect on the role of curriculum, assessment, and instruction in school settings. We will work together to synthesize theory and research to inform us of current effective practices in promoting language to meet the needs of diverse learners.

Required Texts:
Edwards, P.A. (1999). *A Path to Follow*. Portsmouth, NH: Heinemann.
Journal articles provided in class

Suggested:

APA (2010). *Publication manual of the American Psychological Association. (sixth edition).* Washington, DC: American Psychological Association.

Assignments:

Weekly readings

Each week, you will be expected to read the assigned readings and be prepared to discuss these in class.

Classroom Participation

While attendance and punctuality are not graded in my graduate courses, the expectation is that you will be present and timely. You will also bring your experience and expertise to our discussions of readings. This is the richest part of our experience together and is worth 25 points.

Fund of Knowledge Assignment

Identify a family that you perceive to be different from your own family in some way. Interview them about their Fund of Knowledge. (Details provided in class.) Write a 3-5 page summary on what that family might contribute to their children's learning both at home and in a school environment. This assignment will be worth 15 points and is due on February 29th.

Parent Story Assignment

Using Pat Edwards' *A Path to Follow*, you will create a parent story about a family you interview. The details of this assignment will be passed out in class. The assignment will be due on March 28th and is worth 20 points.

Program Analysis

Using Epstein's Model of Parent Involvement (provided in class), you will analyze your program for its alignment with the model. (Details will be provided in class). This assignment will be due on April 25th in hard copy form and is worth 20 points.

Program Action Plan

Incorporating the findings of the Program Analysis, you will create a Literacy Action Plan for your program. This action plan will be written and turned in no later than June 30th at 5:00 pm. An ungraded presentation (details provided in class) of this plan will be shared with your colleagues during our last class session. This plan is worth 20 points.

Grading

Completion of all requirements at a graduate caliber is expected. Assignments will be graded A-C. All written assignments, unless otherwise noted, must be word-processed. It is expected that your work has been revised and edited and is in final draft form and will be graded accordingly for convention errors as well as clarity and organization.

| 96-100 pts. = A | 84-86 pts. = B | 74-76 pts. = C |
| --- | --- | --- |
| 91-95 pts. = A- | 80-83 pts. = B- | |
| 87-90 pts. = B+ | 77-79 pts. = C+ | |

Course Schedule and Topics:

**handout provided in class

| Date | Session Topic | Read | Bring |
|---|---|---|---|
| May 16 | Introduction to the Course<br><br>How is literacy learned?<br><br>Ecology of Literacy Learning | Nothing in advance | |
| May 18 | Developing Literacy at Home | Meaningful Differences **<br><br>Edwards, intro and Ch. 1<br><br>IRA Family Literacy Position Statement**<br><br>Johnson** | |
| May 23 | Understanding Differences in Family Literacies<br><br>Funds of Knowledge<br><br>Guest Lecture: Supporting Families in Poverty, Aleigh Wood | Risko & Walker-Dalhouse **<br><br>Dworin**<br><br>Heath ** | Any family-intake materials your program uses<br><br>Any home visiting protocols you might have |
| May 25 | Getting to Know families | Edwards, Ch. 3,4 & 5 | |
| May 30 | Creating a Co-empowerment Relationship<br><br>Home-School Connections | Linek & Rasinski**<br><br>McTavish**<br><br>Epstein ** | Bring sample newsletter and/or any form you use for parent teacher conferencing |

| June 1 | Communicating<br><br>Parent/Teacher Conferences | Essential conversation**<br><br>Jensen**<br><br>Risko & Walker-Dalhouse ** | Funds of Knowledge Assignment Due |
|---|---|---|---|
| June 6 | School Initiatives:<br>Barriers to effective relationships<br><br>Guest speaker:<br>Matt Tardie,<br>Adult Education | Rasinski**<br><br>Kindervater** | Examples of any home-school connection assignments |
| June 8 | School Initiatives<br>Family Literacy Nights | Bedtime Stories/Book Reports, Ch. 1,2 & 4**<br><br>Bennett-Armistead & Pleyte** | Parent Stories Due |
| June 13<br>Field Trip!<br>Details to be announced!! | Community Initiatives | Neumann, Khan, & Dondolo** | |
| June 15 | Community Initiatives<br><br>Guest Speaker Panel<br><br>Program Presentations<br>Learning Celebration | | Program Analysis Due<br><br>A dish to share |

June 30th- Submit Program Action Plan by Email as a word document by 5:00 pm.

*Incomplete Grades*

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 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. A request for an exception to regulation to extend an incomplete beyond one year must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. The request should note the circumstances necessitating the extension, the work that remains unfinished, and a specific deadline for completion. An extension will be granted only under unusual circumstances. For grades of *I*, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

*Non-Discrimination and Non-Sexist Language*

The University of Maine does not discriminate on the grounds of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veteran status. Questions and complaints about discrimination should be directed to the Director of Equal Opportunity, 101 North Stevens Hall, 581-1226.

The University of Maine has made a firm public commitment to non-sexist language in all its classrooms and communications. This course will put that policy into practice by using both masculine and feminine terms, where both genders are intended, rather than so-called generic masculine terms.

University Required Statements:

- **Academic Honesty Statement:** Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University. Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314 (**\*Date Issued:** September 1, 2020): https://www.maine.edu/board-of-trustees/policy-manual/section-314/

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

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

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

- **Sexual Violence Policy: Sexual Discrimination Reporting**

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

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 Learning & Teaching**

COURSE DESIGNATOR **ESC** COURSE NUMBER **556** EFFECTIVE SEMESTER **Spr 2022**

COURSE TITLE **Climate Change Education**

### REQUESTED ACTION

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

☐ New Course

☑ New Course with Electronic Learning

☐ Experimental

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

☐ Designator Change     ☐ Description Change     ☐ Cross Listing (must be at least 400-level)[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)**

_____ 3/11/2021

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

_____ 3/15/2021

**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):

> EHD 556 Climate Change Education. 3 credits. Graduate standing required.
> The purpose of this course is to provide students an overview of climate change science and develop skills, knowledge, and dispositions associated with teaching climate change in science learning settings to a wide range of learners. In support of this work, the course provides opportunities for students to draw from their teaching experiences to implement specific approaches to teaching climate change, including but not limited to honing teaching strategies to address alternative conceptions, engaging with education research on this topic, designing a lesson to align with current research on climate change education, and reflecting on their own learning about climate change education.
>
> The course will include a few online synchronous meetings.

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:

> Burch, S.L. & Harris, S. E. (2014). Understanding climate change: Science, policy, and practice. Toronto: University of Toronto Press.

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

> Elizabeth Hufnagel, Assistant Professor of Science Education, 2/2 teaching load

Reason for new course:

> This course is designed to meet the need for practicing educators, in both formal and informal science learning settings, to learn how to teach climate change according to the most recent science standards, The Next Generation Science Standards (Lead States, 2013) as well as the extant research on climate change education. The course will also be an elective for graduate students in the Curriculum, Assessment, and Instruction M.Ed. program.

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.

> n/a

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

> The course will be offered spring semester alternate years and will not result in overload salary.

**THE UNIVERSITY OF MAINE**

College of Education and Human Development

Leading Educational Excellence

RESEARCH  INNOVATION
COLLABORATION  ENGAGEMENT

# ESC 556 – Climate Change Education
# Syllabus

**Instructor:** Elizabeth (Beth) Hufnagel
**Office:** 325 Shibles Hall
**Email:** elizabeth.hufnagel@maine.edu
**Phone:** (207) 581 – 2451
**Credits:** 3

**Prerequisite:** Graduate standing or instructor permission
**Class location:** online
**Delivery format:** online
**Office Hours:** by appointment
**IT help center:** https://umaine.edu/it/who-to-contact/

*Students are encouraged to reach out to the instructor, especially pertaining to matters not on the syllabus or schedule. Email is the preferred method.*

### Indigenous Land Acknowledgement:
This land that we are on is part of the traditional territory of the Penobscot Nation.

### Course Description
The purpose of this course is to provide students an overview of climate change science and develop skills, knowledge, and dispositions associated with teaching climate change in science learning settings to a wide range of learners. In support of this work, the course provides opportunities for students to draw from their teaching experiences to implement specific approaches to teaching climate change, including but not limited to honing teaching strategies to address alternative conceptions, engaging with education research on this topic, designing a lesson to align with current research on climate change education, and reflecting on their own learning about climate change education.

### Course Goals
The course aims to support learners' growth and development in
- Establishing a productive community of learners in the course
- Understanding the science ideas and practices of climate change
- Engaging with the extant research on climate change education, particularly with respect to affect and agency
- Analytical stances toward lesson planning
- Identifying and analyzing resources for climate change education
- Reflecting on their own learning of teaching climate change

### INSTRUCTIONAL MATERIALS AND METHODS
**Required text:**
Burch, S.L. & Harris, S. E. (2014). *Understanding climate change: Science, policy, and practice.* Toronto: University of Toronto Press.

**Required resources:**
Course materials and other information are located on Google Classroom. You will also be required to access other programs through your UMaine account including but not limited to Zoom. You are expected to regularly check your UMaine email for any updates about the course. All platforms are accessible from https://umaine.edu/portal/.

## ASSIGNMENTS AND GRADES

Assignments must be submitted on time to receive full credit, unless you have a serious documented reason for turning them in late. In that case, notify your instructor by e-mail. Depending on circumstances, feedback on late work may be limited.

Your grade for this course is based on your performance on assignments and your participation vis-à-vis zoom meetings and the discussion board. These twin criteria reflect my view of learning as participation. In all organizations—scientific, educational, civic—learning is not something private and internal to individuals: it is fundamentally social. Scientists, for example, do not make facts in private. They collaborate, compete, cajole, and even convince. I hope and expect you will do the same in this class, as it both makes the class more interesting and the subject matter more authentic.

For every day the assignment is late after due date, 25% of the maximum will be deducted from the assignment score. No assignments will be accepted once they are three or more days late unless plans have been discussed with the instructor.

*Participation* and preparation by way of discussion board posts and 3 Zoom meetings during the semester. Participating in the discussion board entails providing articulate, thoughtful posts that contribute to a productive learning community. Generally to receive discussion board credit for each module you will need to 1) respond to each thread for that week and 2) respond to at least two others' posts. 40 points total.

*Alternative conceptions assignment.* You will compile a list of at least 5 common alternative conceptions about climate change and why they are inaccurate. For any 2 you identified, explain how you can help address these alternative conceptions through discrepant events, tasks, and so forth. Consider the nature of alternative conceptions—that they are difficult to change—so that your approaches to addressing them are "quick fixes." Be sure to include appropriate citations and references list. 15 points.

*Climate change resources assignment.* For this assignment, you will compile a variety of different resources appropriate to the age of students you teach. You should have a variety of high-quality resources that may include lesson plans (no more than 2), visuals, simulations, podcasts, newspaper articles, videos, and so forth. At least 2 of your resources must have a salient place-based feature. In total, you should have 5 – 7 resources compiled. For each resource, include a short paragraph as to why you chose it and how it will help you teach climate change to a particular group of students. Clearly identify which of the resources have connections to the local context of the students you teach. Be sure to include appropriate citations and references list. 15 points.

*Lesson analysis project.* Locate one lesson plan on climate change that you already teach OR would like to teach for an analysis. Drawing on the readings and discussions in the course, consider which aspects are missing and/or could be strengthened. As you do, describe 4 aspects you would change and why. Be sure to include appropriate citations and references list. 15 points.

*Final paper.* In 2 – 3 pages, reflect on what you have learned in this course, including what has challenged you, what you are planning to try in your teaching praxis, and why teaching climate change is important for you. [*Note: For me, to learn does not mean to change your mind. While changing one's view is one example of learning, another means to better articulate and/or support one's ideas.] Be sure to include appropriate citations and references list. 15 points.

*Grading scale:*
A = 93.0 to 100; A- = 90.0 to 92.9; B+ = 87.0 to 89.9; B = 83.0 to 86.9; B- = 80.0 to 82.9; C+ = 77.0 to 79.9; C = 70 to 76.9, D = 60 to 69.9, F = 59.9 and below.

SAMPLE SCHEDULE

This course is intended to be responsive to student needs and interests. As such this is a draft schedule that may be updated over the course of the semester.

| Module | Topic(s) | Tasks and Assignments |
|---|---|---|
| Weeks 1 & 2 | • Course introduction and overview<br>• What do we know about climate change?<br>• What is climate change: Overview & system dynamics | 1. Flipgrid video introduction<br>2. Complete survey (to determine PLC and Zoom meeting dates/times)<br>3. Readings: Read Chs 1 & 2 (pp. 1 – 57) of *Understanding Climate Change* (Burch & Harris, 2014)<br>4. Discussion board on readings and intro videos |
| Weeks 3 & 4 | • How does NGSS portray climate change?<br>• Comparing *Climate Literacy* and *NGSS* documents<br>• What is climate change: System controls of solar radiation & Earth's reflectivity | 1. Readings: Chs 3 & 4 (pp. 58 – 108) of *Understanding Climate Change* (Burch & Harris, 2014)<br>2. Discussion board on readings<br>3. Discussion Board on *Climate Literacy* and *NGSS* documents<br><br>**Zoom meeting: Introductions & discuss assignments of the course** |
| Weeks 4 & 5 | What is climate change: Greenhouse effect & mitigation | 1. Readings: Chs 5 & 6 (pp. 109 – 168) of *Understanding Climate Change* (Burch & Harris, 2014)<br>2. Discussion board on readings and alternative conceptions |
| Weeks 6 & 7 | Using NGSS's cross-cutting concepts and science practices to teach climate change<br><br>What is climate change: Climate models & Future models<br><br>Common alternative conceptions in learning climate change | 1. Readings: DCIs, SEPs, CCs oh my!) and Chs 7 & 8 (pp. 169 – 189) of *Understanding Climate Change* (Burch & Harris, 2014)<br>2. Discussion board on readings and resources assignment<br>3. **Alternative conceptions assignment due** |
| Week 8 No class – Spring Break | | |
| Weeks 9 & 10 | Why teach climate change?<br><br>What do people know and care about climate change?<br><br>Framing climate science<br><br>Resources for climate change education | 1. Readings: (Lawson et al, 2018) on intergenerational learning and Chs 2 & 3 of *Psychology of Climate Change* (pp. 6 – 23)<br>2. Discussion board on readings<br>3. Short reflection due following Zoom meeting<br>4. **Climate change education resources due**<br><br>**Zoom meeting: Discuss readings for the module** |
| Weeks 11 & 12 | Emotions and climate change education | 1. Readings: Hufnagel (2017), Roeser (2012), Ch 4 of *Psychology of Climate Change* (pp. 20 – 23), and Uncertainty Handbook Consensus handbook and Ch 5 |

| | | |
|---|---|---|
| | Nature of (climate) science | of *Psychology of Climate Change* (pp. 24 – 28)<br>2. Discussion board on readings and lesson analysis |
| Weeks 13 & 14 | Teaching climate agency<br>Modifying climate change lessons to increase accessibility for all learners | 1. Ch 6 – 8 of *Psychology of Climate Change* (pp. 30 – 39)<br>2. Discussion board on readings and final paper workshop<br>3. **Lesson analysis due**<br><br>**Zoom meeting: Discuss emotions and agency of climate change in preparation for final paper** |
| Week 15 | **Final paper due** | |

## College of Education and Human Development Conceptual Framework

The University of Maine's College of Education and Human Development (COEHD) seeks to prepare professionals who value and demonstrate reflective practice, a dedication to teaching and learning, an understanding of the synthesis of theory and practice, and an awareness of the value of collaborating and mentoring. Embedded in all of our work within COEHD we seek to respect diversity, honor difference, and promote social justice. For further information on our college's mission and conceptual framework, please see http://umaine.edu/edhd/academic-programs/college-conceptual-framework/



THE UNIVERSITY OF MAINE
College of Education and Human Development

**Conceptual Framework**
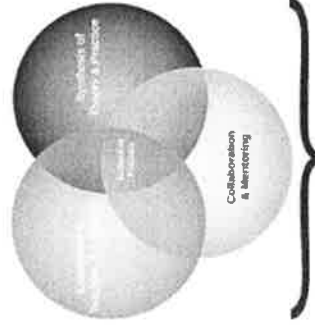
OUTCOME:
Educational practices that are *equitable*, *meaningful*, and *relevant*

**University of Maine Policies:**

- **Academic Honesty Statement:** Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University. Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314 (*Date Issued: September 1, 2020): https://www.maine.edu/board-of-trustees/policy-manual/section-314/

- **Students Accessibility Services Statement [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 Eliazbeth (Beth) Hufnagel privately as soon as possible.

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

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

- **Sexual Discrimination Reporting:** The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, your teacher is required to report this information to Title IX Student Services or the Office of Equal Opportunity. If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:
  - For *confidential resources on campus*: Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.
  - For *confidential resources off campus*: Rape Response Services: 1-800-871-7741 or Partners for Peace: 1-800-863-9909.
  - Other resources:
    - The resources listed below can offer support but may have to report the incident to others who can help:

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

- **UMaine Student Conduct:** All students are expected to conform to numerous conduct policies and regulations as set forth in the UMaine Student Handbook.
  - For details see: https://umaine.edu/studentlife/student-handbook/

- **Copyright Notice for Materials Accessible through this Course Website** Most materials accessible through this site, such as linked articles, should be assumed to be copyright protected.

1. Unless the "fair use" provisions of copyright law apply or language is contained in a work permitting its use, permission should be obtained from the copyright holder for copying the work.

2. Use of the instructor prepared web pages and the slides affiliated with each lecture on the syllabus may be assumed to be controlled by the University of Maine System Broad Application Copyleft License (proposed, current, or future) or through any similar open access license that may be posted at the bottom of each web page.

3. All class videos (lectures) should be assumed to be copyright protected in accordance with the University of Maine System Statement of Policy Governing Patents and Copyrights. (See https://www.maine.edu/board-of-trustees/policy-manual/section-209/ with full policy last downloaded July 2020 at https://www.maine.edu/board-of-trustees/wp-content/uploads/sites/12/2019/12/intprop.pdf?0fa197 )

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 **567**   EFFECTIVE SEMESTER **FALL 2021**

COURSE TITLE **Stakeholder Engagement**

## 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)**

_(signature)_

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

_(signature)_

**College Dean(s)**

_(signature)_

**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):

Schools and communities exist in a symbiotic relationship. Developing positive relationships with stakeholders benefits students by ensuring equitable access to
quality educational services that support success for all students, and benefits stakeholders by including them in school-centered decisions that support the community at large. Stakeholder engagement is an ongoing system that facilitates meaningful connection and communication between a school and various members of its community in support of positive educational outcomes for all students and healthy community development.
Graduate standing or permission, 3 credits

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

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

Text(s) planned for use:

Fiore, D. J. (2016). School-community relations (4th ed.). Routledge. ISBN-13: 978-1138823419

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

Maria Frankland, PhD; Lecturer of Educational Leadership; 4/4

Reason for new course:

Designed to meet Professional Standards for Educational Leaders (PSEL) objectives.

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.

n/a

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

The course will be offered bi-annually and will not result in overload salary payments.

**1865 THE UNIVERSITY OF MAINE**

Leading Educational Excellence

RESEARCH   INNOVATION

COLLABORATION   ENGAGEMENT

# EAD 567
## Stakeholder Engagement

**Instructor:** Maria Frankland, PhD
**Office:** Merrill 336
**Phone:** 207- 581-2738 (office); 207-632-7307 (cell)
**Email:** maria.frankland@maine.edu
**Office hours:** by appointment; schedule at https://calendly.com/maria-frankland
**Course access:** Zoom meeting ID 813 1602 8313; Passcode 867823
**Synchronous meetings:** Wednesdays 4:30-7:30 unless otherwise indicated.

*You must be logged into your UMaine account to access the Zoom meetings, Brightspace, and other course materials.*

## Overview

Schools and communities exist in a symbiotic relationship. Developing positive relationships with stakeholders benefits students by ensuring equitable access to quality educational services that support success for all students, and benefits stakeholders by including them in school-centered decisions that support the community at large. Stakeholder engagement is an ongoing system that facilitates meaningful connection and communication between a school and various members of its community in support of positive educational outcomes for all students and healthy community development.

## Course Objectives

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

- define the term stakeholder and give examples of stakeholders in your organization;

- explain how stakeholder analysis forms part of the strategic planning process;
- describe stakeholder analysis models and theories and how best to communicate with stakeholders based on their power and influence profiles; and
- develop a stakeholder engagement plan.

This course will meet the following criteria of the Professional Standards for Educational Leaders (2015):
- Standard 3, Equity and Cultural Responsiveness: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote *each* student's academic success and well-being.
- Standard 5, Community of Care and Support for Students: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.
- Standard 8, Meaningful Engagement of Families and Community: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student's academic success and well-being.

### Required Textbook(s) and Readings

Fiore, D. J. (2016). *School-community relations* (4th ed.). Routledge. ISBN-13: 978-1138823419

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

The instructor will provide all supplemental readings via Brightspace.

### Required Technology

This course is based in Brightspace and requires that you can read PDF documents, save documents in Google Doc format, and stream YouTube videos. You will also need high speed internet access and a headset with a microphone to participate in our Zoom sessions.

## COURSE REQUIREMENTS

### Identify Stakeholders for Your POP

Consider your POP from EAD 566. Draw a stakeholder map; include at least one internal stakeholder and one external stakeholder. In 2-3 pages, discuss why these individuals/groups are stakeholders for your POP. How might they influence (positively and negatively) the implementation of your program?

## Your Role in Your School

In 1-2 pages, discuss your role in your school vis-à-vis your POP. How and in what ways are you currently communicating with stakeholders around your POP and implementation plans/process?

## Case Study Presentation

Each student will be required to present one case study analysis presentation to the class. Working in teams, students will work to understand and analyze an end-of-chapter case. They will present the case to the class then lead the class through exercises designed to increase understanding of the concepts underlying the case and help students apply these to their own practice.

## Case Study Analysis

Each student will be required to provide written analysis of three case studies throughout the semester. Specific prompts will be given to help guide your writing.

## Final Assignment

The final assignment will have two components. Details will be posted on Brightspace.

1. **Stakeholder Engagement Plan**
   A stakeholder engagement plan is used to identify a project's key stakeholders and outline a systematic approach for how you will interact and communicate with those stakeholders. Each student will be required to create an initial stakeholder engagement plan for your POP implementation. Small written assignments throughout the semester will serve as a foundation for your full stakeholder engagement plan.

2. **Leader's Reflection**
   The Leader's Reflection will document the leadership development arenas of your learning by asking you to take a look back over the semester focusing on the key insights you've gained.

## Written Submissions to Instructor

In order to more effectively and efficiently provide feedback, **all written work will be submitted to the instructor via a Word (.doc or .docx) or PDF document uploaded to Brightspace.** All writing assignments should conform to APA 7th Edition style guidelines.

All assignments are due by 4:30 PM on date shown unless otherwise indicated. In the event of a discrepancy between this syllabus and the course schedule on Brightspace, the Brightspace date will be considered correct.

# GRADING

## Assignments

| Assignment | Due Date | Points |
|---|---|---|
| Identify POP Stakeholders | Feb 10 | 5 |
| Case Study #1 | Feb 24 | 15 |
| Your role in your school | March 3 | 5 |
| Case Study #2 | March 31 | 15 |
| Case Study #3 | April 28 | 15 |
| Case Study Presentation | Various | 10 |
| Final Assignment | May 5 at 11:59 PM | 35 |
| TOTAL | | 100 |

## 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          B: 80-89          C: 70-79          D: 60-69          F: 59 and below

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 MEd in Educational Leadership program.

# EAD 567
## Stakeholder Engagement

| WEEK | DATE | TOPIC(S) | READ FOR NEXT CLASS | DO FOR NEXT CLASS |
|------|------|----------|---------------------|-------------------|
| 1 | Jan 27 | Course introduction | Freeman pp. 1-21<br><br>Harrison Chapter 14<br><br>Banishing "Siberia" | Sign up for Case Study Analysis Presentation |
| 2 | Feb 3 | Why use a stakeholder approach?<br><br>Who is a stakeholder?<br><br>The importance of a shared vision<br><br>The practice of stakeholder management | Fiore Chapters 1 & 2 | Identify POP Stakeholders assignment |
| 3 | Feb 10 | The importance of public opinion<br><br>Feeling the pulse of the community<br><br>*Guest speaker* | Fiore Chapters 3 & 4 | Case Study #1 (due by 4:30 PM on Feb 24) |
| 4 | Feb 17 | **NO CLASS: FEBRUARY BREAK** | | |
| 5 | Feb 24 | Establishing everybody's role<br><br>Communicating effectively<br><br>*Guest speaker* | Fiore Chapter 5<br>Lipsky Chapter 2 | Your Role in Your School assignment |
| 6 | March 3 | Building relationships with your internal publics<br><br>*Guest speaker* | Fiore Chapter 6 | |
| 7 | March 10 | Embracing your external publics<br><br>*Guest speaker* | Fiore Chapters 7 & 8 | Watch video |

| | | | | |
|---|---|---|---|---|
| 8 | March 17 | Improving relationships with the media<br><br>Putting it all on paper<br><br>**\*Guest speaker\*** | Fiore Chapters 9 & 10 | Case Study #2 (due by 4:30 PM on March 31) |
| 9 | March 24 | **NO CLASS: MARCH BREAK**<br><br>**INDIVIDUAL APPOINTMENTS** | | |
| 10 | March 31 | Communication in an electronic era<br><br>Following and being followed: Social media<br><br>**\*Guest speaker\*** | Fiore Chapters 11 & 12 | |
| 11 | April 7 | Saying what you mean: Meaning what you say<br><br>Communicating in a crisis<br><br>**\*Guest speaker\*** | Fiore Chapters 13 & 14 | |
| 12 | April 14 | Three opportunities to shine<br><br>Evaluating effectiveness and building confidence<br><br>**\*Guest speaker\*** | | Case Study #3 (due by 4:30 PM on April 28)<br><br>Work on your stakeholder engagement plan. Bring to class on April 28 for peer feedback. |
| 13 | April 21 | **NO CLASS: APRIL BREAK** | | |
| 14 | April 28 | | | Work on your final assignment. |
| 15 | May 5 | **Final assignment due by 11:59 PM.** | | |

Note: The instructor reserves the right to modify this schedule at her sole discretion. Additional readings and formative assignments, such as discussion boards or short reflections, may also be embedded in Brightspace.

## Missed Assignments/Make-Up Policy

Assignments are due by the start of class (typically 4:30 PM) on the due date. Late work may be accepted but detailed instructor feedback may be forfeited. Late work submitted without prior arrangement with the instructor may also incur a credit deduction of 10% for each day each assignment is late. Assignments not submitted within two weeks of the original due date will not be accepted without prior arrangement. All work must be submitted by the end of the course or a grade of Incomplete will be assigned (see below). Please contact me via email or arrange for a private conference if you have special concerns or circumstances.

## Confidentiality within the Context of the Course

Our learning in this course depends on the free and safe exchange of information and ideas. 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:

1. a) information which may be shared in papers, anecdotes, and conversations with the instructor; and
2. 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 week from 4:30 PM until 7:30 PM for the duration of the semester unless otherwise noted on the class schedule. Attendance at each class meeting is expected.** Students should contact the instructor in advance if they are unable to attend a class meeting. Students who miss a class due to an excused absence may have a make-up assignment assigned at the instructor's discretion, due within one week of the missed class.

Class members must be well prepared for each class session, having read the text chapter(s) and readings assigned and completed required assignments. Constructive participation during class sessions, through written feedback, and other activities is expected. Class members are expected to:

- contribute interesting, insightful comments;
- present examples of concepts relevant to discussion topics;
- paraphrase and build on comments of others;
- raise good questions; and
- 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. The student reads the text and other assigned readings 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. The student does not read the text and/or other assigned readings 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.

**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; AND
- respond to email within two weekdays (holidays excepted).

## 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); AND
- actively check UMaine email accounts to stay updated on communication from instructor.

**Inclement weather:** Because this class will meet online, snow/rain/sleet should not affect class attendance. If at any time your commute is impacted by weather and you are not able to access Zoom safely and on time, please err on the side of caution and self-preservation. **At no time should anyone participate via Zoom while driving!** Contact the instructor as soon as possible to discuss your absence.

**Instructor absence:** In the unlikely event that I am unable to attend a scheduled class meeting, I will send out an announcement via Brightspace.

## ACADEMIC INTEGRITY

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University. Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314: https://www.maine.edu/board-of-trustees/policy-manual/section-314/

## CONTINGENCY PLAN

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

## OBSERVANCE OF RELIGIOUS HOLIDAYS/EVENTS

The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not

create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

## 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 these identity groups, along with geographic region, in its definition of diversity 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, political beliefs, personality styles, interests, and abilities. 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.

## 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.

## 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 Dr. Frankland privately as soon as possible.

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 **600**   EFFECTIVE SEMESTER **FALL 2021**

COURSE TITLE **Educational Research for School Leaders**

## 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)**

_____

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

_____

**College Dean(s)**

_____

**Graduate School** [sign and date]

_____

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

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

EAD 600 Educational Research for School Leaders (Educational Specialist; 3 credits). This course is designed to help graduate students in educational leadership and related fields understand, interpret, and evaluate educational research. Drawing from a variety of research approaches, you will learn to identify both good and bad research, recognize the benefits and limitations of various research methodologies, and understand what conclusions can and cannot be drawn from various studies. Graduate standing or permission, 3 credits

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

☐ Applied Music   ☐ Clinical   ☐ Field Experience/Internship   ☐ Research   ☐ Studio

☐ Laboratory   ☒ Lecture/Seminar   ☐ Recitation   ☐ Independent Study   ☐ Thesis

Text(s) planned for use:

Gall, M. D., Gall, J. P., & Borg, W. R. (2015). Applying educational research: How to read, do, and use research to solve problems of practice (7th ed.). Boston: Pearson. ISBN: 978-0133831573

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

Dr. Maria Frankland, Lecturer of Educational Leadership, 4/4

Reason for new course:

This will be the first in a sequence of three required research methods courses for EdS 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.

No other departments will be impacted as this will be considered part of the EdS in Educational Leadership experience. This course was created at the request of Dr. Craig Mason as to not confuse other COEHD students who might need to enroll in EHD 510. This proposal will be run past the COEHD GAC prior to acceptance by the Graduate School.

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

The course will be offered bi-annually and will not result in overload salary payments.

**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.

1865 THE UNIVERSITY OF
MAINE

College of Education and
Human Development

Leading Educational Excellence

RESEARCH INNOVATION
COLLABORATION ENGAGEMENT

## EAD 600: Educational Research for School Leaders

**Instructor:** Maria Frankland, PhD
**Office:** Merrill 336
**Phone:** 207- 581-2738 (office); 207-632-7307 (cell)
**Email:** maria.frankland@maine.edu
**Office hours:** by appointment; schedule at https://calendly.com/maria-frankland
**Course access:**
**Synchronous meetings:**

*You must be logged into your UMaine account to access the Zoom meetings, Brightspace, and other course materials.*

## Overview

This course is designed to help graduate students in educational leadership and related fields understand, interpret, and evaluate educational research. Drawing from a variety of research approaches, you will learn to identify both good and bad research, recognize the benefits and limitations of various research methodologies, and understand what conclusions can and cannot be drawn from various studies.

## Course Objectives

By the end of this course, you will:
* have broad knowledge of the major approaches to educational research;
* be able to read, understand, and recognize the implications of research on educational practice;
* recognize the complexity of conducting educational research and, taking this complexity into account, be able to evaluate a research problem; and
* develop your ability to be a critical consumer of research and provide appropriate peer review.

### Required Textbook(s)

Gall, M. D., Gall, J. P., & Borg, W. R. (2015). *Applying educational research: How to read, do, and use research to solve problems of practice* (7th ed.). Boston: Pearson. ISBN: 978-0133831573

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). ISBN: 978-1433832161
https://doi.org/10.1037/0000165-000

### Additional Readings

From time to time, the instructor will provide additional readings and/or other materials to supplement the text. These will be available via Brightspace.

### Required Technology

This course is based in Brightspace and requires that you can read PDF documents, save documents in Google Doc format, and stream YouTube videos. You will also need high speed internet access and a headset with a microphone to participate in our Zoom sessions.

## COURSE REQUIREMENTS

More details about writing assignments will be provided in class and on Brightspace. Additional formative assignments may be expected throughout the semester.

### Quizzes

These untimed, open-book assessments will be completed via Brightspace. Quizzes must be completed by you, without help from anyone else. Consulting with classmates or other instructors will be considered a violation of academic integrity.

Quizzes will typically consist of multiple choice and/or short answer questions. Partial credit may be awarded for short answer questions part of your answer is correct and part incorrect. Please note that quizzes must be completed by the deadline indicated on Brightspace. Missed quizzes will be scored as zero.

### Scavenger Hunt

I will provide you with descriptions of several articles and/or other academic resources. You will use online search tools to provide the correct citation for each.

## Evaluation of Five Journals

You will identify and evaluate five widely-read journals in your field. Then, using information about those journals, you will complete a template that will allow you to evaluate its value as a source to support research in your field.

## Article Critique

Peer review is an essential part of your role as scholarly practitioners. For this assignment, you will evaluate a manuscript as though you were reviewing a potential journal submission. In 3-5 pages, you will discuss strengths and weaknesses of the methodology and the validity of the authors' conclusions, making suggestions to strengthen the work. You will end by making a recommendation to (a) publish as submitted, (b) revise and resubmit, or (c) reject the submission. More details will be available in Brightspace.

## Final Reflection

This short (2-3 page) assignment is a personal reflection on your understanding of educational research and its application to your own educational environment and problem of practice. More details will be available in Brightspace.

## Written Submissions to Instructor

In order to more effectively and efficiently provide feedback, **all written work will be submitted to the instructor via a Word (.doc or .docx) or PDF document uploaded to Brightspace.** All writing assignments should conform to APA 7th Edition style guidelines.

All assignments are due by 4:30 PM on date shown unless otherwise indicated. In the event of a discrepancy between this syllabus and the course schedule on Brightspace, the Brightspace date will be considered correct.

## GRADING

Final grades will be determined as follows:

| | |
|---|---|
| Quizzes | 20% |
| Scavenger Hunt | 15% |
| Evaluation of Five Journals | 15% |
| Article Critique | 30% |
| Final Reflection Paper | 10% |
| Participation | 10% |

## 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          B: 80-89          C: 70-79          D: 60-69          F: 59 and below

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 MEd in Educational Leadership program.

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 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. A request for an exception to regulation to extend an incomplete beyond one year must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. The request should note the circumstances necessitating the extension, the work that remains unfinished, and a specific deadline for completion. An extension will be granted only under unusual circumstances. For grades of $I$, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

## EAD 600: Educational Research for School Leaders
## Tentative Course Schedule

| Week | Date of Class | Topic(s) | To Do Before Next Class |
|------|---------------|----------|-------------------------|
| 1 | | • Introductions<br>• Brightspace 101 (new LMS)<br>• Syllabus/Course Preview<br>• How to read a research article | • Read Chapters 1 & 2 |
| 2 | | **LABOR DAY:**<br>**NO CLASS** | |
| 3 | | • Using research evidence to improve educational practice<br>• Doing your own research: From proposal to final report | • Read Chapters 3 & 4<br>• Read Appendix 2 |
| 4 | | • Conducting and writing your own literature review<br>• Using search engines and available literature reviews | • **Quiz 1 due**<br>• Read Chapter 5<br>• Read Appendix 1 |
| 5 | | • Analyzing and evaluating reports of quantitative research studies | • Read Chapter 6 |
| 6 | | • Using descriptive statistics to study problems of practice | • **Quiz 2 due**<br>• **Evaluation of Five Journals due**<br>• Read Chapter 7 & 8<br>• Read Appendix 3 |

| Week | Date of Class | Topic(s) | To Do Before Next Class |
|------|---------------|----------|-------------------------|
| 7 | | **FALL BREAK: NO CLASS** | |
| 8 | | • Tests of statistical significance<br>• The practical significance of statistical results | • Read Chapters 9 and 10 |
| 9 | | • Descriptive research<br>• Group comparison research | • Read Chapters 11 & 12 |
| 10 | | • Correlational research<br>• Experimental research | • **Quiz 3 due**<br>• Read Chapters 13 & 14<br>• Read Appendix 4 |
| 11 | | • Case studies in qualitative research<br>• Ethnography and critical research | • **Scavenger Hunt due**<br>• Read Chapter 17 |
| 12 | | • Mixed-methods research | • Read Chapters 18 & 19<br>• Read Appendix 5 |
| 13 | | • Action research<br>Evaluation research | • **Quiz 4 due**<br>• Work on article critique<br>• Work on final reflection paper<br>Think about your shout-outs |
| 14 | | • Final check-ins on article critique and reflection paper<br>• Evaluations, shoutouts, and closure | • **Article Critique due**<br>• **Final reflection paper due** |
| 15 | | • All assignments due | |

**Note:** The instructor reserves the right to modify this schedule at her sole discretion. Additional readings and formative assignments, such as discussion boards or short reflections, may also be embedded in Brightspace.

## Missed Assignments/Make-Up Policy

Assignments are due by the start of class (typically 4:30 PM) on the due date. Late work may be accepted but detailed instructor feedback may be forfeited. Late work submitted without prior arrangement with the instructor may also incur a credit deduction of 10% for each day each assignment is late. Assignments not submitted within two weeks of the original due date will not be accepted without prior arrangement. All work must be submitted by the end of the course or a grade of Incomplete will be assigned (see below). Please contact me via email or arrange for a private conference if you have special concerns or circumstances.

## Confidentiality within the Context of the Course

Our learning in this course depends on the free and safe exchange of information and ideas. 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:

1.  a) information which may be shared in papers, anecdotes, and conversations with the instructor; and
2.  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 week from 4:30 PM until 7:30 PM for the duration of the semester unless otherwise noted on the class schedule. Attendance at each class meeting is expected.** Students should contact the instructor in advance if they are unable to attend a class meeting. Students who miss a class due to an excused absence may have a make-up assignment assigned at the instructor's discretion, due within one week of the missed class.

Class members must be well prepared for each class session, having read the text chapter(s) and readings assigned and completed required assignments. Constructive participation during class sessions, through written feedback, and other activities is expected. Class members are expected to:
- contribute interesting, insightful comments;
- present examples of concepts relevant to discussion topics;
- paraphrase and build on comments of others;
- raise good questions; and
- 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. The student reads the text and other assigned readings 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. The student does not read the text and/or other assigned readings 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.

**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; AND
- respond to email within two weekdays (holidays excepted).

**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); AND
- actively check UMaine email accounts to stay updated on communication from instructor.

**Inclement weather:** Because this class will meet online, snow/rain/sleet should not affect class attendance. If at any time your commute is impacted by weather and you are not able to access Zoom safely and on time, please err on the side of caution and self-preservation. **At no time should anyone participate via Zoom while driving!** Contact the instructor as soon as possible to discuss your absence.

**Instructor absence:** In the unlikely event that I am unable to attend a scheduled class meeting, I will send out an announcement via Brightspace.

## ACADEMIC INTEGRITY

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University. Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314: https://www.maine.edu/board-of-trustees/policy-manual/section-314/

## CONTINGENCY PLAN

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

## OBSERVANCE OF RELIGIOUS HOLIDAYS/EVENTS

The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other

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

## 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 these identity groups, along with geographic region, in its definition of diversity 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, political beliefs, personality styles, interests, and abilities. 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.

## 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.**

## 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 Dr. Frankland privately as soon as possible.

## 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 **University of Maine Master of Arts in English**

COURSE DESIGNATOR **ENG** COURSE NUMBER **600** EFFECTIVE SEMESTER **Fall 2021**

COURSE TITLE **Introduction to Graduate Studies in English**

### 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)

*[signature]*

**APPROVED**
**By Steve Evans at 4:58 pm, Sep 09, 2020**

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

*[signature] Timothy M. 66*

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):

ENG 600 — Introduction to Graduate Studies in English

This course offers an overview of graduate studies in English. It introduces students to the scholarly resources, graduate faculty, and academic policies of the University of Maine. Topics covered include planning and conducting research, academic writing and publishing, ethics and professional development in academia, and the responsible conduct of research.

Prerequisites and Notes: Graduate standing in English or permission

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:

PDF readings (including those collated by UMaine's Office of Research Compliance for Responsible Conduct of Research training)

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

Varies; Fall 2020 instructor TBD

Reason for new course:

This new course is proposed in response to MA students' seeking additional orientational preparation for coursework and for preprofessionalizing activities in their degree pursuits; it would also introduce graduate students to relevant approaches to research projects and ethical conduct in language-related disciplines.

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.

N/A

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

None

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

ENG 600 would be offered every Fall Semester, for the incoming cohort of graduate students.

### ENG 600: Introduction to Graduate Studies in English
Department of English — University of Maine

| | |
|---|---|
| Semester: Fall 2021 | Instructor: Dylan Dryer (he; him; his) |
| Time: {TBD} | Office: Neville 301 |
| Location: 406 Neville Hall | Email: dylan.dryer@maine.edu |
| Google Classroom Code: ####### | |

## Course Description

This course offers an overview of graduate studies in English. It introduces students to the scholarly resources, graduate faculty, and academic policies of the University of Maine. Topics covered include planning and conducting research, academic writing and publishing, ethics and professional development in academia, and the responsible conduct of research.

Prerequisites and Notes: Graduate Standing in English or permission.

Credits: 1

## Course Objectives

ENG 600 provides students with an overview of expectations as candidates for the Master of Arts in English at UMaine, including the function of graduate committees, typical expectations in graduate coursework, and the resources available to foster student success. It also prepares students for their future pursuits (MFA, PhD, public- and private-sector employment), including developing such skills as composing CVs and abstracts, submitting to journals, presenting at conferences, and navigating the employment market. Its course objectives are threefold:

1.     To orient students to the subdisciplines of contemporary English Studies, including expectations for their participation in those subdisciplines;
2.     To prepare students for the graduate-level research they will do, framing approaches to a range of engagements – from literary analysis to data-driven research projects to creative theses; and
3.     To cultivate an awareness of the ethical questions that precede and follow those engagements; to practice engaging with and responding to those ethical questions; to imagine ethical conduct as an important dimension of their engagement.

## Course Learning Outcomes

ENG 600 introduces first-year MA candidates to the (newly revised) outcomes for the English MA program, scaffolding students' development in the following ways:

1. demonstrating their **orientation** to the field of English Studies by:

-working to identify and describe **responsible** and disciplinarily appropriate methods of research; and
-projecting a plan for their graduate study (with a Program of Study) that includes known or anticipated concentration requirements and distribution requirements.
2. demonstrating their **familiarity** with the field of English Studies by:
-identifying an emerging range of scholarly interests, investments, and approaches, with a reflective letter that situates ENG 600 coursework in conversation with the projected Program of Study.
3. demonstrating their **participation** in the field of English Studies by:
-describing how their work drafting and revising a project in a concurrent seminar attends ethically to evidence, is persuasively reasoned, and is measured in its conclusions; and
-composing and submitting an abstract to a peer-reviewed journal, and/or a proposal for a conference presentation.
4. demonstrating their **conscientious relationship** to the field of English Studies by:
-articulating the intellectual growth and professional skills obtained in ENG 600, in terms of how they will help them advance their next academic/professional/personal goals.

**Course Materials & Resources**
All course readings and other materials will be available online and/or through the course Google Classroom website.

NOTE: By the end of ENG 600, all students will have completed required components of the University of Maine's Responsible Conduct of Research program, in this case, Responsible Conduct of Research (RCR) for Human Subjects.

Reference materials enumerating the University of Maine's policies and rules concerning research and scholarly misconduct are available here:

**University of Maine Student Handbook:** https://umaine.edu/studentlife/student-handbook/

**UMS Student Conduct Code:** http://www.maine.edu/pdf/conductcode.pdf

**UMaine Policy & Procedures on Alleged Misconduct in Research and other Scholarly Activities:** https://umaine.edu/research-compliance/research-misconduct/policy-procedures-alleged- misconduct-research-scholarly-activities/

**UMaine Policies & Procedures for Financial Disclosures and Conflicts of Interest in Extramurally Sponsored Activities:** https://umaine.edu/research-compliance/financial-conflict-of-interest/policy-procedures/

**UMS Full Statement of Policy Governing Patents and Copyrights:**
http://www.maine.edu/pdf/intprop.pdf

**University of Maine Office of Research Compliance:** https://umaine.edu/research-compliance/

**Course Requirements**

*Class Participation and Attendance.* Though only one hour a week, this is a credit-bearing graduate seminar and so depends upon your prepared, informed, and active participation. As with your other seminars, I am looking for insightful interventions made at judicious times that help guide the discussion in interesting directions and/or further the discussion toward useful conclusions.

In addition, most Thursdays throughout the semester, readings and lectures will be held as part of the English department's New Writing Series, featuring speakers from within and outside of the department. (A schedule will be shared with the class early in the semester.) Students should plan to routinely attend these, taking notes, and incorporating the content into class discussion.

*Course Assignments*

1. A (proposed) Program of Study form (due at the start of class in **Week 10**)

2. Satisfactory completion of all UMaine Responsible Conduct of Research requirements (by the end of **Week 13**).

3. An approximately 5-page reflection essay on the student's scholarly agenda and goals in the Department of English along with an annotated bibliography of approximately 10 entries centering on their scholarly interests. Topics to be covered in the reflective essay include: potential faculty mentors, research methods, University resources, and ideal scholarly/career outcome(s). It's understood that this paper is a preliminary first guess at many of these topics. Detailed instructions, and standards of evaluation, for the assignment will be provided later in the semester (due in **Week 15**).

**Grading**

Performance in ENG 600 will be evaluated as follows:

*Program of Study:* 20%. Successful completion of a draft PoS earns full credit.

*Participation & Attendance:* 30%. Participation and attendance are critical in graduate education, but seldom explicitly discussed or modeled. ENG 600 is intended to do both.

*Reflection Paper and Bibliography:* 50% (30% paper + 20% bibliography) See description above.

**Course Schedule**

**Week 1**
**Welcome to the Master of Arts in English at UMaine**
**(Mentor Trainee Relationships & Responsibilities)**
**Readings:**

Chatelain, M. (2018). We must help first generation college students master Academe's 'Hidden Curriculum.' *The Chronicle of Higher Education.*
Revuluri, S. (2018). How to overcome imposter syndrome. *The Chronicle of Higher Education.*
*Practicing Professionalism: A Graduate Student Guide*
https://medium.com/@lindseypassengerwieck/practicing-professionalism-a- graduate-student-guide-96b03c36a322

**Discussion:** Orientation to program; committees, organizations, organs (EGSA, GSC, Writer's Night, *Thieves and Liars;* King Chairship; McGillicuddy Humanities Center)

**Week 2**
**The Shapes of "Research" in Contemporary English Studies**
**(Responsible Conduct of Research – Rules of the Road)**

Faculty Panel Presentation: What "Responsible" looks like in Hermeneutic, Qualitative, Quantitative Methods

**Readings:**
**https://ori.hhs.gov/sites/default/files/rcrintro.pdf, Part I, Chapter 1 "Rules of the Road"**

Skim the three articles by faculty members prior to this presentation

**Week 3**
**Who We Are and What We Do (Part I)**
**Collaboration, Authorship, Publication, Peer Review**
**Discussion:** ENG Department faculty: [Faculty panel]
**Assignment due:**
ORI, Ch. 8, "Collaborative Research": https://ori.hhs.gov/content/Chapter-8-Collaborative-Research-Introduction

Read at least one publication by a ENG faculty member visiting class today. Post a reflection on Google Classroom the day before class. The following questions might inform your post:
• What observations can you make about the publication venue?
• Who seems to be the intended audience for this publication?
• How does the writer situate their work relative to the field?
• What else can we observe about the publication's relationship to its context?
• What question(s) do you have for the writer?
*Please read all student posts before class.*
What is collaboration in research, scholarship, and publication? How is authorship credit adjudicated? What is peer review and how does it work?

**Week 4**

**Who We Are and What We Do (Part II)**
**Collaboration, Authorship, Publication, Peer Review**

**Discussion:** ENG Department faculty: [Faculty panel]]
**Assignment due:**
ORI, Ch. 9, "Authorship & Publication: https://ori.hhs.gov/content/Chapter-9-Authorship-and-Publication-Introduction

Read at least one publication by a UMaine ENG faculty member visiting class today. Post a reflection on Google Classroom the day before class. Faculty will discuss processes of publishing and distributing their work, generating and sharing ideas across contexts, including the following considerations:
• How do they locate and evaluate venues for placement?
• How do they adapt a text for journal publication versus a talk/conference presentation?
• How do they manage competing demands of research/writing and teaching?
• How does the work relate to writing/scholarship you are currently doing, or plan to do?
*Please read all student posts before class.*

**Week 5**
**Who We Are and What We Do (Part III)**
**Collaboration, Authorship, Publication, Peer Review**
**Discussion:** ENG Department faculty: [Faculty panel]
**Assignment due:**
ORI, Ch. 10, "Peer Review": https://ori.hhs.gov/chapter-10-peer-review-Introduction

Read at least one publication by a UMaine ENG faculty member visiting class today. Post a reflection on Google Classroom the day before class. Faculty will discuss processes of publishing and distributing their work, generating and sharing ideas across contexts, including the following considerations:
• How do they locate and evaluate venues for placement?
• How do they adapt a text for journal publication versus a talk/conference presentation?
• How do they manage competing demands of research/writing and teaching?
• How does the work relate to writing/scholarship you are currently doing, or plan to do?
*Please read all student posts before class.*

**Week 6**
**Forms & Deadlines as Disciplinary Participation**
**Discussion:** Department of English program goals & expectations; departmental policies & procedures; UMaine Graduate School and ENG- specific graduation requirements, forms, and deadlines; circulation of these documents as participation in department community/culture
**Assignment due:**
1) Review Literature Distribution Requirements
2) Review MA Program of Study form
3) Review MA Portfolio Contents and Evaluation Criteria
*\*\*Bring printed, blank Program of Study form to class*

**Week 7**
**Introduction to UMaine Fogler Library Resources**
**Research Misconduct**

Guest speaker: Mel Johnson, Reference Librarian (or Jen Bonnet, Reference Librarian)
Assignment due:
1) Review guide to library services at UMaine:
https://libguides.library.umaine.edu/grad-tips
2) Before class, post at least one question on the Google Classroom about the research process
(e.g., compiling literature for a lit review), UMaine library resources and services, or creative
and/or scholarly publishing.
3) ORI, Ch. 2, "Research Misconduct": https://ori.hhs.gov/content/chapter-2-
research-misconduct-introduction

**Week 8**
**Challenging the Creative Writing/Research Writing Dualism**
**What is a Research Paper? a Thesis? a Final Degree Portfolio?**
Discussion: Expectations for research papers, thesis projects, degree portfolios
Assignment due: Review at least one thesis or degree portfolio in the Department's collection.
Either borrow a hard copy from [Neville room #] or visit
https://digitalcommons.library.umaine.edu/etd/ for PDF versions of theses and dissertations. Post
a reflection on Google Classroom. Instead of summarizing the content of the document, please
consider the following questions:
• What did you notice about the document's formal features and organization? How were the
chapters organized? Anything surprising/unexpected?
• What research method(s) did the research employ?
• What theory (or theories) did the research engage with? Where were these discussed?
• After reviewing this document, what questions do you have about the process of writing a
thesis/dissertation?
*Please read all student posts before class.*

**Week 9**

**Week 10**
**Narrative and Representation**
**Conflicts of Interest**
Discussion: Conflicts of interest; thoughtful and ethical representation of language use
[/varieties of]
Assignment due:
1) ORI, Ch. 5, "Conflicts of Interest": https://ori.hhs.gov/content/Chapter-5-Conflicts-of-Interest-
Introduction
2) Carefully read instructions on Conflict of Interest: https://umaine.edu/research-
compliance/financial-conflict-of-interest/
**Completed Program of Study Form due – beginning of class*

**Week 11**
**Engagement with/Protection of Human Subjects**
**The Protection of Human Subjects**
Discussion: Working with human subjects

**Assignment due:**
1) ORI, Ch. 3, "Protection of Human Subjects": https://ori.hhs.gov/content/chapter-3-
The-Protection-of-Human-Subjects-introduction
2) "UMaine Policy Concerning the Protection of Human Subjects of Research"
3) Skim successful IRB applications (Google Classroom)

4) During the next two weeks, complete the ***Complete the University of Maine on-line Training Program in Human Research Subjects Protections*** which is accessible
at https://umaine.edu/research-compliance/human-subjects/required-training-protection-human-subjects/

> Follow the detailed instructions at the bottom of the web page very carefully. You must do the *Human Subjects* Basic Course training. Choose the subcategory of Human Subjects training for *Social and Behavioral Research Investigators*. You must complete at least one of the "elective" topics. Do NOT do the *Responsible Conduct of Research* online training.

> Note: As of Jan 2021 the REQUIRED MODULES for the online CITI *Social and Behavioral Research* exercise included: Belmont Report and Its Principles, History and Ethical Principles, Defining Research with Human Subjects, The Federal Regulations, Assessing Risk, Informed Consent and Privacy and Confidentiality. The ELECTIVE MODULES (of which 1 is REQUIRED) included: Research with Prisoners, Research with Children, Research in Public Elementary and Secondary Schools, International Research, Internet-Based Research, and Conflicts of Interest in Research Involving Human Subjects.

> Once you have completed the course, you will be able to print/download a completion report(s) from your learner's menu. Email a copy of this report to ellen.manzo@maine.edu for inclusion in your program file. If you need help with CITI, please contact the Office of Research Compliance at umric@maine.edu for assistance.

**Week 12**
**Putting an English Degree to Work Outside the Academy**
**Thought Experiment:  The Welfare of Laboratory Animals**
English-degree holders can be found in a variety of sectors, not just in colleges and universities: finance; laboratories; local, state, and federal governance; consulting; nonprofits, etc. In what ways can we bring our expertise in language to ethical issues, including occasions in which we might need to advocate for fairness, humaneness, or truth-telling inside organizations?
Read ORI, Ch 4. "The Welfare of Laboratory Animals" https://ori.hhs.gov/content/Chapter-4-
The-Welfare-of-Laboratory-Animals-Rules-policies-and-guidelines

Discussion: how can we complement the ethical considerations portrayed in this reading with our own disciplinary perspectives? (And by extension, other fields in which we might find ourselves working full- or part-time after graduation?)

**Week 13**
**Research Integrity and Responsible Data Management**

**Discussion:** What constitutes research misconduct? What constitutes plagiarism? What resources and organizations exist to insure ethics in scholarship and research?
**Assignment due:**

Read: ORI, Ch. 6, "Data Management Practices": https://ori.hhs.gov/Chapter-6-Data-Management- Practices-Introduction

Deadline for completion of *Training Program in Human Research Subjects Protection (directions in Week 11)*.

**Week 14**
**Work on Reflective Essay and Annotated Bibliography — and/or One-on-One Conferences with Instructor**
**Assignment due:**
1) CV due
2) Abstract due (for journal or conference presentation)

**Note:** When your final grade for the course has been posted, be sure to check off and date the "Responsible Conduct for Research Requirement Met" query on your Program of Study!

**Policies**

*University of Maine Academic Honesty Statement*

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University. Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314 (**\*Date Issued:** September 1, 2020): https://www.maine.edu/board-of-trustees/policy-manual/section-314/

*University of Maine Students with Disabilities Statement*

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

*University of Maine Course Schedule Disclaimer (Disruption Clause)*

In the event of an extended disruption of normal classroom activities (due to COVID-19 or other long-term disruptions), the format for this course may be modified to enable its completion

within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

*University of Maine 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.

*University of Maine 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 (OSAVP) or the Office of Equal Opportunity.

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

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

*For confidential resources off campus:* Rape Response Services: 1-800-310-0000 or Partners for Peace: 1-800-863-9909.

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

*For support services on campus:* Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSAVP website for a complete list of services at http://www.umaine.edu/osavp/

**University of Maine Librarian Office Hours**

Mel Johnson, Fogler Library's subject specialist in English, is available by appointment for one-on-one sessions regarding reference questions, library instruction, and collection development.

He is an excellent resource for help with research for your seminar projects, as well as to develop your information literacy.

# 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 **Forest Resources**

COURSE DESIGNATOR **SFR** COURSE NUMBER **530** EFFECTIVE SEMESTER **Fall 2022**

COURSE TITLE **Wood Physics**

## 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)**

**Stephen Shaler**    Digitally signed by Stephen Shaler
Date: 2021.03.03 14:05:16 -05'00'

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

**College Dean(s)**

**Christopher Gerbi**    Digitally signed by Christopher Gerbi
Date: 2021.03.09 10:59:55 -05'00'

**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):

SFR530 Wood Physics
Study and evaluation of non-mechanical physical properties of wood; response to liquids, vibrational stimulation, heat, electricity and ionizing radiation.

Prerequisites & Notes
understanding of basic physics, wood anatomy or permission.

Credits: 4 (Lec 2, Lab 2.)

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

SFR530 Wood Physics and Applications in Building Systems

Addresses the non-mechanical properties of wood and wood-based composite materials in response to practical considerations of wood use with a focus on timber building systems. A broad spectrum of fundamental physical principles and laws in relation to the properties are reviewed.

Prerequisites
None

Credits: 3

Reason for course modification:

This course will be taught by a new instructor, Dr. Li, based on her experience and expertise in wood physics. Dr. Li is requesting to modify the course title to "Wood Physics and Applications in Building Systems". The broader scope is expected to attract students in other disciplines, such as Civil Engineering, Environmental Engineering, Construction Engineering Technology, and Material Science. This course will be delivered through a combination of modalities including lecture, recitation, experimental demonstration, and project report. The decrease in credits from 4 to 3 reflects the expectations of students and bring the course in alignment with other graduate level offerings (i.e. 3 credits).

## 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.

**SFR530 Wood Physics and Applications in Building Systems**

**Fall Semester 2022**

**Syllabus**

**Course Information:**
SFR530 Wood Physics and Applications in Building Systems

**Course Overview:**
The course of Wood Physics deals with the non-mechanical properties of wood and wood-based composite materials in response to practical considerations of wood use. A broad spectrum of fundamental physical principles will be reviewed. Examples of applications of these principles including quality control in wood drying, moisture management and energy saving in wood building systems, nondestructive testing, stress grading, and defect evaluation of wood and wood-based composite products, and development of functional wood-based products will be discussed. The use of analytical instruments for property measurement will be demonstrated during the designated class times.

**Topics included in this course:**
- Hierarchical structure and morphology of wood
- Density and porosity
- Moisture transport in wood
- Hygroexpansion of wood
- Sorption hysteresis, isotherm models
- Liquid and gas permeability
- Temperature, relative humidity, and equilibrium moisture content
- Hygrothermal dynamics
- Heat of wetting and thermal dynamics
- Thermal properties of wood and heat transfer
- Acoustic properties
- Vibration properties
- Thermal and chemical wood modification
- Noise control of building
- Design of wall assembly of building

**Number of Credit Hours:**
3 (Lecture)

**Prerequisites:**
None

**Time and Location:**

Lectures: 9:30 am to 10:45 am on Tuesdays and Thursdays
Location: Rm 251 Nutting Hall

**Faculty Information:**
Name: Dr. Ling Li
Phone: 207-581-2883
Email address: ling.li@maine.edu
Office: Rm 119 Nutting Hall
Office hours: 1:00 pm to 3:00 pm on Thursdays. Other time by appointments

**Course Delivery Method:**
Face to Face

**Digital Services:**
Brightspace, Google Drive

**Instructional Materials and Methods:**
The instructional materials will come from some chapters of recommended textbooks, the latest published scientific articles related to wood physics, and standards and codes, etc.

**Recommended textbook title(s) and URLs:**
- Skaar, C. 1988. Wood-Water Relations. Springer-Verlag Press.
  https://www.springer.com/gp/book/9783642736858
- Siau, J.F. 1984. Transport Process in Wood. Springer-Verlag Press.
  https://www.springer.com/gp/book/9783642692154

**Expanded reading materials:**
- Essential building Science: Understanding Energy and Moisture in High Performance House Design (Online reading available in Fogler library)
  https://ebookcentral.proquest.com/lib/umaine/reader.action?docID=4756835
- Forest Products Laboratory. 2010. Wood Handbook - Wood as an Engineering Material. US Govt. Report FPL-GTR190. Madison, WI: U.S. Department of Agriculture, Forest Service, Forest Products Laboratory. 508 pp. Free PDF version: http://www.fpl.fs.fed.us
- CLT Handbook: Cross-Laminated Timber (US edition or Canada edition)

**Course Goals:**
This course completes the students' intellectual training in wood physics culminating in their mastery of wood-water relations and hydrothermal transport in wood and their applications in building systems.

**Student Learning Outcomes:**

Upon successful completion of this course, the students will be able to:
1. Define bulk density, specific gravity, and skeletal density of wood and wood particles and describe the working principles of various density measurement methods, including water immersion, x-ray densitometry, and gas pycnometer.

2. Explain the working principle of mercury intrusion porosimetry (MIP) to measure the porosity, pore volume and analyze the pore size distribution of wood and other porous materials.
3. Understand theories of moisture sorption isotherm for hygroscopic wood materials, explain sorption hysteresis, and describe the five sorption isotherm models.
4. Be able to calculate the surface area of wood and other porous materials using Brunauer-Emmett-Teller (BET) adsorption isotherm theory.
5. Define heat of wetting and thermodynamics of moisture sorption by wood, including enthalpy, entropy, and free energy changes.
6. Calculate the values of heat of wetting of wood flours using a solution calorimeter.
7. Explain the differential in hygroexpansion of wood in three directions and modification methods for reducing the shrinkage or swelling of wood.
8. Understand two main water transport pathways in wood: convention and diffusion (water vapor and bound water) and the effects of permeability of wood on water transport efficiency in wood.
9. Use Darcy's law to calculate the permeability of liquid or gas passing through wood and porous materials.
10. Use Fourier's law to calculate the thermal conductivity of wood and other insulation materials under a steady-state heat flow status and explain the influence of moisture content of wood on the thermal conductivity of wood.
11. Evaluate the sound absorption performance of wood and other porous materials and explain approaches that can be used for noise control of buildings,
12. Calculate the dynamic modulus of elasticity of wood using stress wave and vibration methods and apply these non-destructive techniques in lumber grading and defect inspection.
13. Evaluate the thermal energy consumptions in a conventional wood drying process or a wood building system.

**Grading and Course Expectations:**
Students will be evaluated on homework, project presentation, and mid-term and final exams.

**Grading basis:**
- Homework           55%
- Project report      15%
- Mid-term exam     15%
- Final exam          15%

**Homework:**
Homework will be assigned weekly to reinforce the understanding of contents delivered in lectures. Homework will include short answer questions and computational questions. An example of homework is given in Appendix-1.

**Project report and presentation:**
A project will be assigned to each student over the course of the semester. The student is required to review at least five (5) peer-reviewed articles (published in the past 5 years)

relevant to your research study. The articles should employ the physical principles, techniques, or instruments discussed in this class. The student will summarize the goals and objectives, methodology, and critical results of the articles, comment on their work, and give a discussion on how you can adopt the knowledge or methodology in your research study. A final review report should follow the format of a review article. The details will be provided as they are assigned. The evaluation rubric of the report is listed in Appendix-2. The conversion between the grade of the review paper and points in the final grade is given as follows:

Excellent: 10%
Good: 7%
Poor: 4%

In the last two weeks, there will be a mini seminar. Each student will give a 20-minute presentation, presenting the findings summarized from the articles. The key components mentioned in the project report should be covered in the presentation. A 5-minute Q&A session by the peers will follow to ask questions related to the presentation. The grading on the presentation will be done by the peers based on certain criteria, such as relevance in research, the quality and content of the presentation, the performance of delivering the seminar. The conversion between the grade of the review paper and points in the final grade is given as follows:

Excellent: 5%
Good: 4%
Poor: 2%

Final date for all work to be in, unless other arrangements have been made with instructor: no later than the final exam.

Final course grades will be assigned as follows:

| Letter grade | Percentage, % | Letter grade | Percentage, % | Letter grade | Percentage, % |
|---|---|---|---|---|---|
| A | 94-100 | B- | 80-83 | D+ | 67-69 |
| A- | 90-93 | C+ | 77-79 | D | 63-66 |
| B+ | 87-89 | C | 73-76 | D- | 60-62 |
| B | 83-86 | C- | 70-72 | F | 0-59 |

Tentative exam schedule:
- Mid-term exam        In-class (Week-7)
- Final exam             Final exam week

There will be one mid-term and one final examination. The examinations are a comprehensive examination, covering all review material coming from lectures, homework, and in assigned portions of the textbook.

**Attendance and class participation:**
It is important that every effort should be made to participate in classes. It is also important to participate fully in class discussions.

**Late assignments, make-up, retake and reschedule exams:**

All work is expected to be completed by the assigned date unless extenuating circumstances exist, and the instructor is notified of those circumstances. Exceptions will be on a case-by-case basis after discussion with the student. Grades will be decreased by 5% for each late homework submission if no notice is sent to the instructor.

The student needs to submit a formal request and explain the reason to the instructor via email for making up, retaking, or rescheduling exams.

**Professional Guidelines and Expectations:**

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

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

**Course Schedule (Tentative):**

| Week | Topics | Homework |
|---|---|---|
| Week 1 | • Hierarchical structure and morphology of wood<br>• Density (bulk density, specific gravity, skeletal density) | Density |
| Week 2 | • Porosity, pore volume, pore size distribution of wood<br>• MIP for porosity measurement | Porosity |
| Week 3 | • Moisture sorption isotherm, sorption hysteresis, sorption isotherm models<br>• BET for surface area measurement | Surface area calculation |
| Week 4 | • Heat of wetting<br>• Thermodynamics of moisture sorption by wood | Heat of wetting |
| Week 5 | • Hygroexpansion of wood (shrinkage/swelling)<br>• Wood modification techniques | Shrinkage calculation |
| Week 6 | • Water transport pathways in wood: bulk flow and diffusion (water vapor and bound water) | Diffusion coefficient of water in wood |
| Week 7 | • **Mid-term examination**<br>• Liquid and gas permeability<br>• Darcy's law | Permeability of wood |
| Week 8 | • Capillary flow and surface tension<br>• Fourier's law<br>• Thermal conductivity of wood | Thermal conductivity coefficient |
| Week 9 | • Acoustic property of wood and porous materials<br>• Sound absorption coefficient<br>• Noise control of building | Sound absorption coefficient |
| Week 10 | • Acoustic and Vibration techniques for measuring dynamic moduli of elasticity of wood and composite products | Dynamic modulus of elasticity |

| Week 11 | • Thermal loss through wall assembly of building <br> • Project discussion | R-value and U-value |
|---------|---------------------------------------------------|---------------------|
| Week 12 | • Energy consumption of wood drying process | Wall assembly |
| Week 13 | • (Thanksgiving) <br> • Hygrothermal durability of wall assembly | |
| Week 14 | • Project presentation | Project report |
| Week 15 | • Project presentation <br> • Wrap up | |
| Week 16 | • Final Examination | |

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

Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314: https://www.maine.edu/board-of-trustees/policy-manual/section-314/

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

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

**Observance of Religious Holidays/Events:** The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor,

department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

## Sexual Discrimination Reporting

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

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

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

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

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

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

APPENDIX-1:

## Example of Homework

1.  Briefly describe the levels of the hierarchical structure of wood we can observe.

2.  A wood cubic block has a mass of 10 g, and a volume of 20 cm$^3$, and a moisture content (dry basis) of 30% (Fiber Saturation Point). The volume shrinkage percent of wood from green to an oven-dry condition is 15%. The volume shrinkage percent of wood from green to a moisture content of 12% is 9%.

You are asked to calculate the specific gravity of wood at green basis ($SG_{30}$), at basic basis ($SG_b$), at oven-dry basis ($SG_0$), and at air-dry basis ($SG_{12}$), respectively.

APPENDIX-2:

### Evaluation Rubric of Project Report:

| Criteria | Poor | Good | Excellent |
|---|---|---|---|
| Introduction/ Problem Statement | Did not reference the topic to be examined. | Presented the topic but did not address the research need. | Clearly defined the topic and context for research provided. |
| Organized Progression | Did not present a clear direction and subtopics were not connected logically. | Basic flow of ideas was found but not all sections followed a logical order. | It was written from general to specific and the transition was smooth. |
| Synthesis of Ideas | Did not attempt to synthesize the information or discuss the topic; Results were piled up. | Some analysis and synthesis of ideas; summarized key points in different articles. | Clear analysis and synthesis presented; demonstrated personal insight into problem. |
| Clarity of Writing | Ideas not expressed clearly; misspellings; incorrect grammar and punctuation | Writing was clear but not concise; paragraph or sentence structure repetitive or awkward | Writing was clear and concise; ideas were well developed and coherent. |

**Electrical Engineering Technology Concentration**
**Professional Science Masters (PSM) Degree in Engineering and Business**
**University of Maine**
**March 04, 2021**

**Background:** Professional Science Masters (PSM) degree in Engineering and Business consists of 15 credit hours of engineering courses, nine credit hours of business courses, and six credit hours of applied field experience (GEE 694). On-line business courses include (must take three):

1. MBA 620: Law, Business, and Society (3 cr.hr.)
2. MBA 626: Management of Contemporary Organizations (3 cr.hr.)
3. BUA 601: Data Analysis for Business (3 cr.hr.)
4. MBA 670: Managerial Marketing (3 cr.hr.)
5. ACC 400: Introduction to Accounting (3 cr.hr.)

The anchor course for the 15 credit hours of engineering courses is GEE (or ENM) 586 Advanced Project Management (3 cr.hr.). This is a required core competence as engineers move into management positions. For this track, the remaining 12 credits of engineering courses would focus on the student's engineering discipline.

**Electrical Engineering Technology Concentration of PSM Degree**

A new concentration on Electrical Engineering Technology (EET) will be added into the PSM degree. Students of the electrical engineering technology concentration will take the following four core courses:

- EET 514: Printed Circuit Board Design (3 cr.hr.)
- EET 515: Automation and Integration (3 cr.hr.)
- EET 560: Renewable Energy and Electricity Production (3 cr.hr.)
- EET 584: Engineering Economics (3 cr.hr.)

With permission, other courses may be substituted for those listed for a track. Prior graduate courses that have been taken by students will be considered on a case by case basis. All four required EET courses are funded through DLL. They have been taught for many semesters and continued DLL funding is anticipated. This graduate program consists of 30 total credit hours.

**Faculty:**

| Name and Title | Courses | On-line experience |
|---|---|---|
| Paul Villeneuve<br>EET Program Coordinator<br>Professor of Electrical<br>Engineering Technology | EET 560: Renewable Energy and Electricity Production (Fall/Spring) | Yes |
| Jude Pearse<br>Professor of Electrical<br>Engineering Technology | EET 584: Engineering Economics (Spring/Summer) | Yes |

| John Allen Associate Professor of Electrical Engineering Technology | EET 514: Printed Circuit Board Design (Fall/Spring) EET 584: Engineering Economics (Fall/Winter) | Yes |
|---|---|---|
| Pascal Francis-Mezger Lecturer of Electrical Engineering Technology | EET 515: Automation and Integration (Fall) | Yes |

**Course Descriptions of Courses to be Included in the Program**

- **EET 514 – Printed Circuit Board Design (3 cr.hr.)**
  This online course will focus on printed circuit board (PCB) technology, layout, and construction. Emphasis is placed on troubleshooting PCBs and the physical realization of electronic circuits. Background topics include PCB manufacturing and assembly (focusing on cutting-edge manufacturing capabilities and designing for pick-and-place auto assembly). Emphasis will also be placed on schematic capture and circuit board layout and advanced layout techniques using Altium Designer (including 8-10 layer design, 3-D PCB design, flex-PCB design, and PCB miniaturization techniques). Students will be required to use Altium Designer to design and layout their own custom circuit board as a final project. There is no textbook and the software is free for University students. This course is offered fall and spring semesters. (Fall/Spring)

- **EET 515 – Automation and Integration (3 cr.hr.)**
  Automation and integration will cover many aspects of the integration field that an engineer would expect to encounter. This includes basic networking, hardware types, communication standards and protocols, and troubleshooting skills. This course intends to set the groundwork for a student intending on pursuing a controls or integration engineering expertise, or to give valuable background to a professional who will work closely with these experts. Almost every engineering discipline now works closely with smart devices and automated equipment, so these skills are useful to a wide range of professionals. There are no strict prerequisites for the class but having a basic PLC (Programmable Logic Controller) class is highly suggested. Some networking skills would be useful as well but the first few weeks of class are network intensive and cover all the needed networking for the class. (Fall)

- **EET 560 – Renewable Energy and Electricity Production (3 cr.hr.)**
  An overview of renewable energy resources, energy conversion and storage for stationary and transportation applications. Topics include: Basics of electrical energy and power generation, load specification, history of electric utilities, distributed generation, the economics of energy, biomass fuels, wind and solar power and fossil fuel limits, and batter storage. (Fall/Spring)

- **EET 584 – Engineering Economics (3 cr.hr.)**
  A study of economic theory and applications in engineering and industrial organizations including capitalization, amortization, time value of money, cost comparison analysis, breakeven value, and the ethics of engineering economic decision making. Also included are personal finance topics as applied to engineering situations and case study. (Fall/Winter/Spring/Summer)

**PSM Degree Coordinators**

Paul Villeneuve, Program Coordinator of Electrical Engineering Technology
Will Manion, Director of the School of Engineering Technology
Dana Humphrey, Dean of Engineering
Kody Varahramyan, Dean of the Graduate School

**Cross Listed Courses**

Several graduate courses (in EET) are 400- and 500-level cross listed. If a student has previously taken one of the undergraduate equivalents (which may be applicable to recent EET graduates), the student must take a 1-credit graduate version of the course to cover the added content for the graduate component of each course. In that case, they must take acceptable electives to make up the required 30 credits. The replacement course can be a 400-level tech elective in the engineering department (with departmental approval).

**Purpose of the Certificate and Skills Provided**

Students earning a PSM in EET will increase their knowledge in electrical engineering technology and engineering management. Students will enhance the financial management skills needed for advancement in the technical management field. Elective courses enable students to enhance their knowledge and skills in targeted areas such as power engineering, business, and management.

**Target Audience**

The PSM in EET (PSM with an EET Concentration) is intended for students who have a BS in engineering or engineering technology who want to advance into management positions. The degree combines advanced engineering and business courses with applied field experience. These courses can also be used for PDHs for professional engineers.

**Eligibility Criteria**

An earned baccalaureate engineering, engineering technology, math, physics, or equivalent degree from an accredited program is required for admission. A minimum grade point average of 2.5 applies to all candidates and minimum TOEFL score of 80 (IbT), 6.5 (IELTS) or 60 (PTE Academic) are required for international students.

See next page for Endorsements.

**Endorsements**

_[signature]_      5 MARCH 2021
_____
William Manion, Director of the School of Engineering Technology, College of Engineering

_____
Mohamad Musavi, Associate Dean for Education and Research, College of Engineering

_____
Dana Humphrey, Dean of Engineering

_____
Faye Gilbert, Interim Dean, Graduate School of Business

_____
Monique LaRocque, Associate Provost of the Division of Lifelong Learning

_____
Kody Varahramyan, Dean of the Graduate School

_____
John Volin, Executive Vice President for Academic Affairs and Provost

_____
Joan Ferrini-Mundy, President

# Electrical Engineering Technology Graduate Certificate

## Certificate Coordinators
Paul Villeneuve, Program Coordinator of Electrical Engineering Technology
Will Manion, Director of the School of Engineering Technology

## Rationale
The purpose of the proposed graduate certificate in Electrical Engineering Technology (EET) is to increase and enhance the technical and management knowledge and skills of an individual working in industry with a bachelor's degree in a technical field. General skills developed include advanced circuit applications, advanced software applications, and advanced power applications. These technical content areas include real-world, practical applications.

Elective courses allow students to develop specialized skills in additional content areas related to the power industry and engineering project management. This certificate is also a path-way towards a Professional Science Master's degree with a concentration in EET if students wish to continue their studies.

The target audience for this program are working professionals with a bachelor's degree in engineering, computer science, math, or physics; preferably with substantial circuit analysis exposure. Individuals earning this certificate will gain advanced technical knowledge and may obtain engineering project management skills depending on electives taken. All courses are available online and can be taken asynchronously so working professionals can continue their education remotely without limiting their ability to work. These courses can also be used for continuing education credits for professional engineers.

## Requirements
The proposed free-standing graduate certificate in EET is 15 to 16 credits of 400- and 500-level courses with a required nine credits from a required sequence of courses and 6-7 credits of electives as described in more detail in the course sequence section below. A maximum of six credits may be accepted as transfer credits from another accredited university or college.

Students will earn a certificate with the lowest acceptable grade of C in a maximum of one course. At least three of the completed courses (9 credits) must be at 500-level or above.

It is intended that the certificate program shall be completed within 4 years from the date of acceptance into the program.

## Eligibility Criteria
An earned baccalaureate engineering, engineering technology, math, physics, or equivalent degree from an accredited program is required for admission. A minimum grade point average of 2.5 applies to all candidates and minimum TOEFL score of 80 (IbT), 6.5 (IELTS) or 60 (PTE Academic) are required for international students.

The courses completed for this certificate program may be counted towards a graduate degree per the guidelines of the respective graduate degree program.

## Educational Objectives
- Learn applied circuit design applications through printed circuit board design, manufacturing, and assembly
- Learn applied software techniques through automation and integration applications
- Learn grid integration techniques and renewable energy applications

## Proposed Course Sequence
The proposed certificate program requires completion of 15 to 16 credits of coursework (five courses) divided into two categories: required foundational courses (nine credits - required) and technical electives (six to seven credits; chosen by the students).

| Required Course Number/Name | Credits |
|---|---|
| EET 514: Printed Circuit Board Design | 3 |
| EET 515: Automation and Integration | 3 |
| EET 560: Renewable Energy and Electricity Production | 3 |
| **Elective Course Number/Name** | **Credits** |
| EET 584: Engineering Economics | 3 |
| EET 422: Power Systems Analysis | 4 |
| EET 423: Protective Relay Applications | 3 |
| ENM 586: Advanced Project Management | 3 |

## Evidence of Course Sequence Meeting Educational Objectives
The required courses in this certificate program were chosen to parallel the professional engineering (PE) topic areas within the field of electrical and computer engineering categories. The PE (in Electrical and Computer Engineering) topic areas are: 1) Computer Engineering, 2) Electronics, Controls, and Communications, and 3) Power. These courses are not as comprehensive as these major focus areas, but they do contain applied applications from each of these categories. These areas are:
1. Applied computer engineering applications: EET 515 contains hands-on applications of software systems and software system integration with hardware via standard communications protocols.
2. Applied electronics and controls: EET 514 contains the design of printed circuit boards (PCBs) and study of PCB manufacturing and assembly hardware and control systems.
3. Applied power: EET 460 studies renewable energy and grid integration of distributed energy resources.

## Faculty
The faculty who teach the proposed certificate courses are listed below. All faculty have online teaching experience. This table includes when each course is scheduled to be offered.

| Name and Title | Courses | On-line experience |
|---|---|---|
| Paul Villeneuve | EET 560: Renewable Energy and Electricity Production (Fall/Spring) | Yes |

| | | |
|---|---|---|
| EET Program Coordinator Professor of Electrical Engineering Technology | EET 422: Power Systems Analysis (Fall) EET 423: Protective Relay Applications (Spring) | |
| Jude Pearse Professor of Electrical Engineering Technology | EET 584: Engineering Economics (Spring/Summer) ENM 586: Advanced Project Management | Yes |
| John Allen Associate Professor of Electrical Engineering Technology | EET 514: Printed Circuit Board Design (Fall/Spring) EET 584: Engineering Economics (Fall/Winter) | Yes |
| Pascal Francis-Mezger Lecturer of Electrical Engineering Technology | EET 515: Automation and Integration (Fall) | Yes |

## Mode of Delivery
The courses are all online (and have an asynchronous option). Since all courses are offered online (required and electives), students should not have difficulty finding enrollment options.

## Time Frame for Certificate Completion
All courses in the sequence are offered annually (at a minimum). Considering the number of credits required and the frequency of offering each course in the sequence, it is anticipated that the certificate can be completed in two to three years.

## Fiscal Criteria
Below is a list of all courses and the funding mechanism for each. DLL courses have run for many years and it is anticipated that this continues in the future. All instructors that teach these on overload (through DLL) have been teaching them for years and have a proven track record of offering these overload courses while maintaining academic integrity in their base level courses.

| Course Number | Funding Mechanism |
|---|---|
| EET 514 | DLL |
| EET 515 | DLL |
| EET 560 | DLL |
| EET 584 | DLL |
| EET 422 | Base load. This course is required in the EET undergraduate curriculum. |
| EET 423 | DLL |
| ENM 586 | DLL |

## Cross Listed Courses
Several graduate courses (in EET) are 400- and 500-level cross listed. If a student has previously taken one of the undergraduate equivalents, the student must take a 1-credit graduate version of the course to cover the added content for the graduate component of each course. In that case, they must take acceptable electives to make up the five courses (the 1-credit courses do not count towards the five course requirement).

**Endorsements**

_[signature]_      5 March 2021
_____

William Manion, Director of the School of Engineering Technology, College of Engineering

_____

Mohamad Musavi, Associate Dean for Education and Research, College of Engineering

_____

Dana Humphrey, Dean of Engineering

_____

Monique LaRocque, Associate Provost of the Division of Lifelong Learning

_____

Kody Varahramyan, Dean of the Graduate School

_____

John Volin, Executive Vice President for Academic Affairs and Provost

_____

Joan Ferrini-Mundy, President

Department of
Mechanical Engineering

5711 Boardman Hall, Room 219
Orono, ME  04469-5711
Tel: 207.581.2120
Fax: 207.581.2379
umaine.edu/MechEng/

**THE UNIVERSITY OF MAINE**
1865

March 22, 2021

Below are the endorsements to accept the proposed Graduate Concentrations in Mechanical Engineering.

Leader, Initiating Department/Unit(s)
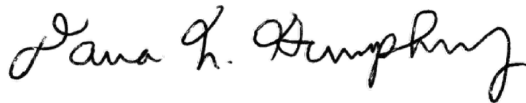
Masoud Rais-Rohani _____ 3-22-2021

College(s) Curriculum Committee Chair(s) **Mohamad Musavi**

Digitally signed by Mohamad Musavi
DN: cn=Mohamad Musavi, o=University
of Maine, ou=College of Engineering,
email=musavi@maine.edu, c=US
Date: 2021.03.26 21:14:00 -04'00'

Dean(s) _____ 3/26/21

Associate Vice President for Graduate Studies and Senior Associate Dean

_____

Executive Vice President for Academic Affairs & Provost

_____

President

_____

**Graduate Concentrations in Mechanical Engineering**

**Rationale**

The University of Maine's Strategic Vision and Values: A Strategic Framework for the University's Future identifies (a) *Fostering Learner Success*, (b) *Creating and Innovating for Maine and Beyond*, and (c) *Growing and Stewarding Partnerships* as core values. UMaine's graduate programs and the research they support are the engine that powers innovation, creativity and discovery. To solve most pressing problems facing us today requires engineering graduate programs that prepare students as innovators, problem solvers and future leaders.

Nationwide, mechanical engineering represents the largest program among a roughly dozen engineering majors currently offered. There are over 200 institutions in the United States that offer mechanical engineering graduate programs. All of the land-grant universities in the New England region offer MS and PhD degrees in mechanical engineering, and all compete to attract the best applicants to help grow their graduate programs. To succeed in this competitive environment, programs need to distinguish themselves from the rest. They must offer programs that are relevant to important technology areas but offered by a limited number of institutions.

In 2017, All Campus conducted a market analysis for mechanical engineering at UMaine. Key inquiries included areas of concentration offered at the graduate level across the country. Based on that information and considering faculty expertise in mechanical and other engineering programs at UMaine, the MEE faculty evaluated and approved the graduate concentration framework and the four particular concentrations described in this proposal.

The University of Maine has facilities and expertise that can support the proposed graduate concentrations. Most notable examples include the Advanced Structures and Composites Center, Advanced Manufacturing Center, and the Frontier Institute for Research in Sensor Technologies.

The graduate students who complete these concentrations are expected to gain a competitive advantage over those with more generic master's degree in mechanical engineering. Similarly, completing a PhD degree with a particular concentration would allow our students to set themselves apart from their peers from other institutions.

**Requirements**

A graduate concentration in mechanical engineering requires completion of 12 credits (4 courses) through a combination of 400- and/or graduate-level courses from the associated approved lists of Core and Supporting courses as shown in Tables 1 through 4. A maximum of one course (or 3 credits) at 400 or 500 level may be transferred from outside of UMaine toward fulfilling the requirements of a graduate concentration.

It is important to note that pursuing a concentration is not mandatory, rather an option that MEE graduate students can pursue based on their areas of interest and future career goals.

<u>PhD[a] and MS[a] (Thesis)</u>

Students pursuing a concentration are required to complete a minimum of two (2) Core courses and a maximum of two (2) Supporting courses associated with the selected concentration area. It is acceptable for all four courses to be from the list of Core courses. A minimum grade of B- is required in each of the four courses.

<u>MS[a] (Non-Thesis)</u>

Students pursuing a concentration are required to complete a minimum of three (3) Core courses and a maximum of one (1) Supporting course associated with the selected concentration area. It is acceptable for all four courses to be from the list of Core courses. A minimum grade of B- is required in each of the four courses.

<u>Switching Between Thesis and Non-Thesis Options</u>

If a student chooses to switch from thesis to non-thesis option of the MS degree program in Mechanical Engineering or vice versa, they will be subject to the requirements for the latter option in completing a concentration.

<u>Eligibility Criteria</u>

Graduate students matriculated in mechanical engineering MS or PhD program are eligible to pursue each concentration as long as the prerequisites for each course in the sequence are met.

## Graduate Concentrations

*Aerospace Concentration*

There are 4 MEE faculty with one or more degrees in aerospace or aeronautical engineering. Over the past three years, three new courses (i.e., MEE 448, MEE 452/552, and MEE 463) in this area have been developed and taught. The lists of Core and Supporting courses for Aerospace concentration are given in Table 1. We are looking to develop and offer more courses to support the current undergraduate concentration and the proposed graduate concentration in aerospace. Currently, three major areas in aerospace engineering, i.e., fluid dynamics, structures, and design, are covered. We are planning to revise MEE 483 and develop a 500-level version that covers the area of propulsion. An undergraduate course, MEE 348 Intro to Flight forms the foundation for a more advanced flight mechanics and performance course in the near future.

**Table 1. Aerospace**

| *Core Courses* | *Supporting Courses* |
|---|---|
| MEE 448 Aircraft Design | MEE 450 Intro to Composite Materials |
| MEE 452/552 Aircraft and Automobile Structures | MEE 459/559 Engineering Optimization |
| MEE 462 Dynamics of Fluid Flows | MEE 480 Wind Energy Engineering |
| MEE 463 Applied Computational Fluid Dynamics | MEE 483 Turbo Machine Design |
| MEE 560 Comp. Methods in Fluid Mechanics | MEE 490/590 Modern Control Theory and Applications |
| MEE 562 Advanced Fluid Mechanics | MEE 546 Finite Elements in Solid Mechanics |
| MEE 564 Fluid Structure Interaction | MEE 573 Advanced Vibrations I |

---

[a] For MS students, a maximum of one course can be at 400-level. For PhD students, all courses must be at 500- or 600-level.

*Offshore Wind Energy Concentration*

UMaine has invested heavily in the area of floating offshore wind energy, including the Alfond Wind-Wave Ocean Engineering Lab at the Advanced Structures and Composites Center. Both research funding and interest in this area have continued to grow. The federal government is funding a number of projects in support of green energy, particularly offshore wind energy, in the northeast. Through funding from the U.S. Department of Energy, UMaine is leading a project demonstrating the feasibility of grid-connected floating offshore wind turbines in deep waters off the coast of Maine. This concentration will position UMaine to become an academic leader in this emerging technology. The lists of Core and Supporting courses for Offshore Wind Energy concentration are given in Table 2. With expertise in mechanical and other engineering disciplines, we have the capacity to offer these courses and develop more in the future, including a 500-level version of a very popular course, MEE 480.

**Table 2. Offshore Wind Energy**

| Core Courses | Supporting Courses |
|---|---|
| CIE 551 Water Wave Mechanics | CIE 558 Coastal Engineering |
| MEE/CIE 480 Wind Energy Engineering | CIE 564 Deep Foundations |
| MEE 489/565 Offshore Floating System Design | CIE 559 Marine Turbulence |
| MEE 564 Fluid Structure Interaction | EET 460 Renewable Energy and Electricity Production |
| | MEE 463 Applied Computational Fluid Dynamics |
| | MEE 490/590 Modern Control Theory and Applications |
| | MEE 560 Computational Methods in Fluid Mechanics |
| | MEE 562 Advanced Fluid Mechanics |
| | MEE 573 Advanced Vibrations I |

*Robotics and Mechatronics Concentration*

Advances in robotics and mechatronics have had a profound impact in many areas, including manufacturing, healthcare, shipping, space exploration, and autonomous systems. By completing this concentration, students will gain the necessary knowledge in mechanical engineering, electrical engineering, and computer science to pursue a career in this area. With expertise at UMaine in engineering and computer science, students will be able to take courses from multiple departments, as noted in Table 3, for completing this concentration.

**Table 3. Robotics and Mechatronics**

| Core Courses | Supporting Courses |
|---|---|
| ECE 471 Embedded Systems | COS 570 Topics in Artificial Intelligence |
| ECE 533 Advanced Robotics | COS 598[*] Machine Learning & Computer Vision |
| MEE 444/551 Robot Dynamics and Control | ECE 417 Introduction to Robotics |
| MEE 490/590 Modern Control Theory and Appl. | ECE 477 Hardware Application using C |
| | ECE 478 Industrial Computer Control |
| | ECE 571 Advanced Microprocessor-Based Design |
| | ECE 573 Microprogramming |
| | ECE 584 Estimation Theory |
| | ECE 590 Neural Networks |
| | MEE 459/559 Engineering Optimization |

[*]It is expected that this experimental course will become permanent.

*Smart Manufacturing Concentration*

With some exceptions, manufacturing of most products relies on some form of automation and computer control. From understanding the basics of mass-reducing (subtractive), mass-conserving (shaping and non-shaping) or mass-increasing (additive) manufacturing processes to converting a computer model into a series of machine operation commands and digital control of mechanically and/or electronically connected machines in assembly lines, students will be able to learn digital or smart manufacturing by completing this concentration. Aligned with the goal of growing the high-tech industry and advanced manufacturing in the state and supporting research in bio-based additive manufacturing (Advanced Structures and Composites Center), metal additive and high-precision manufacturing (Advanced Manufacturing Center), and sensor technology (Frontier Institute for Research in Sensor Technologies), this concentration is supported by the list of courses shown in Table 4. UMaine has expanded its capabilities in this area by hiring new faculty with relevant expertise while continuing to invest in infrastructure.

**Table 4. Smart Manufacturing**

| *Core Courses* | *Supporting Courses* |
|---|---|
| COS 570 Topics in Artificial Intelligence | COS 554 Algorithms |
| MEE 430 Digital Manufacturing | ECE 533 Advanced Robotics |
| MEE 591 Robot Dynamics and Control | INV 510 Fundamentals and Systems of Innovation |
| MET 440 Lean Six Sigma | INV 511 Innovation Eng.: Advanced Innovation Methods |
| SIE 516 Virtual Reality: Research and Appl. | MEE 441/541 Manufacturing and Testing of Composites |
| | MEE 459/559 Engineering Optimization |
| | MEE 546 Finite Elements in Solid Mechanics |
| | MEE 558 Mechanical Behavior of Materials |
| | MEE 646 Advanced Finite Elements in Solid Mechanics |

The courses shown in Tables 1 through 4 are regularly offered and will enable students to complete each concentration within an MS or PhD degree program. As more relevant courses are developed in the future, the lists in Table 1 through 4 will be updated.

Coordinators

- Aerospace – Dr. Wilhelm "Alex" Friess and Dr. Masoud Rais-Rohani (MEE)
- Offshore Wind Energy – Dr. Andrew Goupee and Dr. Richard Kimball (MEE)
- Robotics and Mechatronics – Dr. Babak Hejrati and Dr. Mohsen Shahinpoor (MEE)
- Smart Manufacturing – Dr. Bashir Khoda (MEE)

Educational Objectives (for each separate concentration)

- Introduce fundamental concepts and theories.
- Develop skills necessary for modeling, analysis, and design of components and systems.
- Establish suitability of products and systems for intended applications.

Evidence of Course Sequence Meeting Educational Objectives

The courses shown in Tables 1 through 4 were identified by faculty with expertise in the respective area and through consultation with other faculty in the college of engineering. These

courses provide the necessary depth and breadth of knowledge to fulfill the educational objectives for each concentration.

Faculty

The courses shown in Tables 1 through 4 will be taught by graduate faculty in respective departments with expertise and background in specific subjects.

Mode of Delivery

While the courses listed in Tables 1 through 4 are mostly taught in face-to-face modality, there is interest in gradually transitioning one or more courses for a combined on-campus and off-campus delivery via appropriate distance/online education technology. The decision to offer a course in a certain modality will be made by the course instructor and the respective unit.

Timeframe for Concentration Completion

The flexibility built into each concentration will ensure that regular course offerings and rotation schedules will allow successful completion of each concentration in one to two years.

Fiscal Criteria

The courses included in each concentration will be taught on a regular basis as part of nominal teaching assignment for the associated instructors in their respective units. No overload compensation is expected.

**Proposal:**

**Memorandum of Understanding for an Accelerated Graduate Pathway in History at the University of Maine and the University of Southern Maine**

This memorandum of understanding will allow University of Southern Maine (USM) students pursuing a History major to articulate into a graduate program at the University of Maine (UM). Upon graduation from USM, students will enter into the Master of Arts program in History at UM.

The primary advantage in pursuing a combined BA/MA program is that the student may count nine graduate course credits taken during the undergraduate senior year toward both the BA and MA degrees. Furthermore, the cost of earning the MA degree is reduced because students pay undergraduate tuition rather than graduate tuition for the double-counted courses.

The Accelerated Graduate Pathway (AGP) is a highly selective program. The program is designed for a non-thesis MA degree. It is intended for students seeking credentials to secure employment in jobs which emphasize research, analytical skills, and critical thinking.

**Core Program Requirements**

Students enrolled in the AGP earn a BA degree at the end of their senior year, and graduate along with the rest of their class. In the AGP Program, the MA is earned after the fifth year, based on the combined graduate work completed in their senior year as an undergraduate and in their one year as a graduate student.

During the senior year, which serves as a bridge year between the BA and MA programs, students typically take nine graduate-level course credits at the 500-level or above that can count toward both the BA and MA degrees; only courses passed with a grade of "B" or better will be counted for the MA degree. Students and faculty are encouraged to work together to transform a 3XX class into a 5XX class when applicable. For the purposes of earning the Master's degree, students are permitted to utilize a maximum of two 550 readings courses and two 300 (USM)/400(UM)-level courses in their field or topic of concentration.

**AGP Coursework and Examination**

MA students, in conjunction with a major advisor, select a) an area of concentration such as American, Canadian, European, or Asian history, or b) a topic of concentration such as Medieval, Environmental, or International history. Students must complete 30 credit hours of course work. At least 24 credit hours must be taken at the graduate level, including HTY 647: Methodology and Historiography (when available) and one other 600-level seminar. Students will take at least one 500 or 600-level History course outside of their area or topic of concentration. Non-thesis MA students must pass a comprehensive oral examination on all of the course work constituting their required 30 credits. A minimum of 15 credits must be taken at UM.

**Recommended Course schedule:**

Senior Year: 9 graduate credits in addition to any remaining major, core, or general electives necessary to complete the bachelor's degree.
Summer following graduation: 3 credits of a HTY internship or independent study
Graduate year: 18 credits.

Students must complete a prior approval form (found on the USM Office of Registration and Scheduling Services website) with the History department for all University of Maine graduate courses they intend to take as an undergraduate. Once the courses are completed, the student must request an official transcript be sent from the University of Maine to University of Southern Maine Transfer Affairs so that the graduate credit is applied to their undergraduate career.

**Admissions**

Students apply for AGP participation during their junior year (at least 60 but no more than 100 completed credit hours applicable towards the BA degree). Student must have an undergraduate GPA of 3.5 or higher by the end of their junior year. In addition, applicants must identify faculty members from both UM and USM who are willing to serve as their undergraduate/graduate academic mentors before being admitted into the program.

The application deadline is February 1. Students complete an application supplied by the USM Department of History and submit the application directly to both the UM and USM History Departments rather than to the Graduate School. A committee made up of representatives from the History Departments of both UM and USM will make admissions decisions no later than March 1.

Please note that admission to the AGP includes provisional admission to the Graduate School at UM. Formal applications for admission to the MA program (including payment of the application fee) must be made through the Graduate School and should occur no later than February 1 of the senior year though earlier submission is recommended. The normal GRE requirement will be waived for students who remain in good standing in the AGP program. Also note that students must maintain a 3.5 GPA or higher through completion of the BA degree graduation in order to benefit from the double-counted credits.

Students who meet the above requirements must matriculate in the MA program within three months after receiving their BA degree in order to apply the double-counted credits towards the MA degree. Students in the AGP program must complete the MA curriculum within 15 months of matriculation. Under extraordinary circumstances, a student may petition to delay matriculation up to an additional 12 months.

**Tuition**

Undergraduate tuition is charged for all graduate courses taken in the senior year. Graduate tuition will be charged for courses taken after matriculation into the MA program.

**Approximate Timeline for Admission**

**Junior Year**

Fall Semester – faculty mentors secured based on career goals and shared research interests

February 1 – application submitted to the USM History Department.

March 1 – decision on admission made by UM and USM. The UM Graduate Committee will communicate the names of all admitted AGP students to the Graduate School.

May 1 – complete program of study with faculty mentor, and register for graduate courses.

**Application must include:**

1. A statement of purpose. This will be the student's opportunity to talk directly to the admissions committee. Ideally, the statement should address why the student wishes to be admitted to the combined BA/MA program, their preparation for the program, and their future plans after receiving a MA degree. This is also an opportunity to discuss anything else the admissions committee might need to know about a student's candidacy, but the statement should be relevant to an application for admission to a research program. This statement should be no more than two single-spaced pages.

2. Two letters of recommendation. These letters must come from USM faculty. One letter must be from the faculty member who has agreed to be the student's senior year faculty mentor. These letters can be mailed directly to the program or they can be included along with the application in a sealed envelope.

3. One letter of endorsement. This brief letter should come from the UM faculty with whom the applicant expects to work. This letter can be mailed directly to the program or it can be included along with the application in a sealed envelope.

4. A current official USM transcript.

**Applications should be sent to both:**

Combined BA/MA Program in History, Department of History and Political Science, University of Southern Maine, PO Box 9300, 100 Payson-Smith, Portland, ME 04104 OR submit materials digitally to nicole.leclerc@maine.edu; and,

Combined BA/MA Program in History, Department of History, Stevens Hall, University of Maine, Orono, ME 04469. Please send all documents to [umhist@maine.edu](mailto:umhist@maine.edu) with the subject line "BA/MA Program in History application."

Digital communication is preferred.

**The University of Maine – Maine Business School**

**Graduate Pathway to MBA**
**For Business Majors**

**Program Description:**

This program provides business majors at the University of Maine a streamlined pathway to complete the University of Maine Master of Business Administration (MaineMBA) after receiving a bachelor's degree in business from the University of Maine. This 30-33 credit degree program can be completed in either the online or on-campus format, with the admission criteria being the same for either program.

Maine Business School learners in this pathway may enter graduate-coursework at two points:

1. **Dual-Enrollment:** Learners elect to take up to two 500-level MBA courses *while in their final year of undergraduate coursework,* schedule permitting. Learners choosing this track will complete the full 120+ credits of undergraduate coursework and 30+ credits of graduate coursework to complete both degrees. This entry point allows learners to complete the degree program in fewer semesters overall while utilising undergraduate-level student aid and scholarships for graduate-level coursework taken in the senior year.
2. **Consecutive Enrollment:** Learners elect to begin the MaineMBA after completing their undergraduate coursework, with no overlap.

Regardless of entry point, this pathway provides for a favorable admission process for UMaine graduates, including:

● Streamlined admissions
● Application fees waived
● Possible GRE/GMAT waiver (see below)
● TOEFL waived for international applicants
● Automatic consideration for MBS Assistantships

**Admission Requirements for University of Maine Business graduates:**

1. Undergraduate GPA of 3.0 or higher
2. Earned a "B" or better in:
    a. ECO 120 Introduction to Macroeconomics
    b. ECO 121 Introduction to Microeconomics
    c. STS 215 or STS 232 Statistics
3. Earned a "B" or better average in the UMaine business core courses (15 credits).Minimum GMAT of 500. **A GMAT waiver is available for UMaine students with a GPA of 3.25 or above.**
4. Completed application.

UMaine students can apply for the program in their junior or senior year to receive conditional admission to the MBA program. Full admission will be granted upon successful completion of their UMaine degree in Business Administration. Conditionally admitted students may begin graduate coursework in the final semester of their senior year, schedule permitting. No credits will be shared between the graduate and undergraduate degree programs: the student must complete a minimum of 120 undergraduate credits to earn their bachelor's degree and a minimum of 30 graduate-level credits to earn their MaineMBA.

**Degree Plan:**

UMaine students will have the option to complete the MaineMBA (30 credit hours) or the MaineMBA with a concentration (33 – 36 credit hours).

*MBA Core (24 credit hours):*

- BUA 601 – Strategic Data Analysis
- MBA 609 – Financial Statement Analysis
- MBA 626 – Management of Contemporary Organizations
- MBA 637 - Global Supply Chain Networks
- MBA 670 – Managerial Marketing
- MBA 651 – Financial Management
- MBA 649 – Strategic Decision Making
- BUA680 - Foundations of Business Analytics

*Electives (6 - 9 credit hours):*

- 6 credit hours for the MaineMBA, via MBA Elective Courses
- 9 credit hours, via graduate electives as prescribed by the concentration requirements

**Degree Schedule:**

This schedule illustrates a typical sequence for completing the MaineMBA in 5-6 semesters. This schedule can be accelerated or slowed to fit the learner's unique situation

| Term | Courses | Credit Hours | Format |
|------|---------|--------------|--------|
| Fall | 2 MBA Core Courses | 6 Credit Hours | Online or Campus |
| Spring | 1 MBA Core, 1 Elective | 9 Credit Hours | Online or Campus |
| Summer | 1 MBA Core, 1 Elective or Internship | 9 Credit Hours | Online |
| Fall | 2 MBA Core Courses | 6 Credit Hours | Online or Campus |
| Spring | Final Core + Capstone | 6 Credit Hours | Online or Campus |
| Summer* | Final Elective/ International trip | 3 Credit Hours | Online |

* As necessary to complete concentration requirements.

## THE UNIVERSITY OF MAINE
1865

## PROGRAM MODIFICATIONS

The MAT in French or Spanish from the College of Liberal Arts and Sciences allows practicing teachers to advance their career and expand their knowledge of the French or Spanish language and its literature and cultures. It also can contribute to new professionals' preparation for successful entry into the classroom as World Language teachers. The MAT's rich variety of coursework in pedagogical practice, assessment design and implementation, and language, literature, and culture, provides opportunities for teachers to study more broadly and deeply than they have before. The degree comprises 30 credits, all of which can be earned online or through video conferencing.

Since the MAT in French or Spanish are small programs (on average two to four students in French and three to four in Spanish), the collaboration proposed here between the Department of Modern Languages and Classics and the College of Education and Human Development should not require additional sections of courses in either college.

**ENDORSEMENTS:** *Please print and sign name*                                    **DATE**
**Leader, Initiating Department/Unit(s)**

April 13, 2020

**College(s) Curriculum Committee Chair(s)**

**Dean(s)**

**Graduate School**

1

**Proposal to modify the MAT in French and the MAT in Spanish**

The revised MAT in French or Spanish will require students to pursue 18 credits in French or Spanish and 12 credits in education. Most students will begin by taking two of the four courses in the College of Education and Human Development summer session (6 credits) upon entering. The graduate advisors from the Department of Modern Languages and Classics will be available for advising throughout the year either digitally or in person.

The remaining credits (24) include 18 credits of literature, culture, film and/or advanced grammar and language, and six in education, to be chosen according to interest and course availability. On this scheme, students earn six credits in the first summer, then take one or two courses per semester in French or Spanish until completion, fulfilling the remaining COEHD credits during summer sessions. The standard calendar is a two-year program, including summers, which allows practicing teachers to take one or two courses per fall/spring semester. The program can be completed more expeditiously by students with fewer time or economic constraints.

**Sample calendar**

| | |
|---|---|
| **Summer I (6 credits)** | **Two of (offered online):**<br><br>● EHD 519: Formative Assessments: Research, Practice and Policy<br>● EHD 521: Classroom Practice to Improve Learning<br>● EHD 533: Dynamics of the Curriculum<br>● EHD 541: Prevention and Intervention in School Settings |
| **Fall I (6 credits)** | Two courses in FRE or SPA |
| **Spring I (3 credits)** | One course in FRE or SPA |
| **Summer II (3 credits)** | **One of (offered online):**<br><br>● EHD 519: Formative Assessments: Research, Practice and Policy<br>● EHD 521: Classroom Practice to Improve Learning<br>● EHD 533: Dynamics of the Curriculum<br>● EHD 541: Prevention and Intervention in School Settings |
| **Fall II (6 credits)** | One course in FRE or SPA |
| **Spring II (6 credits)** | Two courses in FRE or SPA |

**Degree Requirements**

**30 credits at the graduate level, including:**

- **18 credits in FRE or SPA, including:**
  - One course in advanced grammar or translation
  - One course in linguistics
  - One course in literature
  - Three electives in the target language
- **12 credits in Education, including:**
  - EHD 519: Formative Assessments: Research, Practice and Policy
  - EHD 521: Classroom Practice to Improve Learning
  - EHD 533: Dynamics of the Curriculum
  - EHD 541: Prevention and Intervention in School Settings

At least 12 credits must be at the 500 level.

**Graduate Portfolio and Oral Exam.** The culminating project for this degree will be a professional teaching portfolio illustrating the candidate's familiarity with Maine's ten teaching standards, the American Council on the Teaching of Foreign Languages Guidelines, and content related to four content area courses and one education course.  It will be presented in the target language before a committee of the graduate faculty.

**Admission**. Although most applicants are expected to be practicing French and Spanish teachers, at a minimum, all applicants must hold a bachelor's degree and have successfully completed 24 credit hours in the target language. Applications are processed through the University of Maine Graduate School and are accepted on a rolling or ongoing basis. A Praxis II score may be submitted to the Graduate School in lieu of the GRE.

**Proposal to Modify the MA in French**

The French section of the Department of Modern Languages and Classics proposes several changes to the MA in French.

First, in recognition of Maine's close historical and current economic ties to Québec and New Brunswick as well as the University's long-standing commitment to the study of Canada embodied in the Canadian-American Center, the concentration in North American French Studies will be the primary concentration, though a newly created MA in French (with no specific concentration) will also be an option. Second, the concentration in French literature will be eliminated. Third, the non-thesis option requiring additional coursework to replace the thesis will be developed. Fourth, as part of the non-thesis option, we will collaborate with other UM departments to allow students to take up to nine graduate/upper-level credits in a single discipline outside of French. Prospective departments for collaboration include English, History, and Franco American Studies, with other departments to be considered for future collaboration. Where possible, these collaborations will allow students to continue to read and submit work in French.

**The Master of Arts in French**

**Thesis Option**: This program (30 credits) is intended for individuals with an interest in language, linguistics, literature, or culture and North American French. The candidate will be expected to demonstrate both oral and written proficiency in French in the course of their studies. Candidates must complete 24 credits of course work in literature, language, linguistics and culture, with a minimum of 12 credits at the 500-level and six credits for the thesis. The program of study may include two courses in other departments when these relate to the student's field of interest. The Master of Arts (thesis option) in French includes a concentration in North American French Studies. Upon completion of the program, the Master of Arts candidate will defend the thesis before a committee of the graduate faculty at an oral examination which will also include questions on the student's course work.

**Non-Thesis Option:** This program (30 credits) is of interest to individuals who wish to further their knowledge of French language, literature, linguistics, or culture without the research component. In lieu of the thesis, students will take up to six additional graduate/upper-level credits in French or in another discipline upon approval of their graduate advisor.

In order to graduate, the student will have to submit a paper (approximately 20 pages long), written under the supervision of the advisor. This work will be the continuation of a project started in a seminar and should witness the student's ability to demonstrate critical thought and proficiency in French. This paper will be presented at an oral examination which will also include questions on the student's coursework.

## Proposed Constitutional Amendment to Article III (Graduate Faculty)

**Rationale**:  Recognizing that single accreditation of the University of Maine System raises some questions about the role of faculty from other UMS institutions with regard to teaching UMaine courses and/or possibly serving on student committees.  Given that one of the goals of unified accreditation is to facilitate greater interaction and cooperation across UMS institutions, UMS faculty have a potentially greater role in UMaine graduate education than that of external graduate faculty.  However, given that UMS institutional missions vary, UMS faculty will not necessarily possess the scholarship qualifications of UMaine graduate faculty, and therefore, programs should have great discretion in the role(s) that other UMS faculty serve.  This amendment, therefore, proposes a new category of Graduate Faculty entitled ***UMS Graduate Faculty.***

**UMS Graduate Faculty.** UMS Graduate Faculty are tenured or hold tenure track faculty appointments at a University of Maine System institution other than the University of Maine. Should two UMS academic units wish to enter a *Cooperating Departments agreement* at the graduate-curriculum level involving a UMaine degree program, UMS Graduate Faculty may be assigned UMaine graduate level (500/600) classes.  Recognizing the varied missions of the 7 UMS institutions with regard to teaching and scholarship, UMS Graduate Faculty would not necessarily be active participants on student thesis and dissertation committees.  However, those faculty members whose academic and research engagement enable them to make an active contribution to a graduate student's research may serve on a committee, as well as co-chair, or if meeting the program's criteria for Full Graduate Faculty, chair a committee at the discretion of the graduate program and the University of Maine Graduate School.