



Graduate Board
Room 57, Stodder Hall
Thursday, October 17, 2019
3:00 pm - refreshments
3:15 pm - meeting

AGENDA

1. Review/approval of the September 26, 2019 Graduate Board minutes
2. Review/approval of the October 1, 2019 Curriculum Committee report

New Courses:

ECO 505 – Sustainable Energy Economics and Policy
SPI 550 – International Environments Economics and Policy (waiting for Mario)
EDT 563 Online – Future Ready: Embedding Design Thinking in the Learning Process
EDT 571 Online- Methods of Teaching Inclusive K-12 Computer Science

Course Modifications:

ENG 508- Graduate Workshop in Poetry

3. Announcements/updates:
 - a. **Graduate School Open House** - discussion regarding feedback from departments.
 - a) What constitutes success of a recruitment event?
 - b) Other ideas for an alternative event for next year?
 - b. **Faculty events:** Conferences, Meetings, Community Outreach Opportunities – notify the Graduate School, and we will help promote your event, add to our event calendars (internal & external) and in some cases can provide materials, etc... for a professional experience.
 - c. **Communications** – if you have information that needs to go to ALL applicants for your program, please get in touch with Fiona Libby so that she can help you craft the message and get it to your applicant pool.
 - d. **Mug Club** –
 - a) Nov 7- Time Management in 57 Stodder Hall ;
 - b) Dec 5 – C/V & Resume Writing & Professional Head Shots – Career Center
4. Enrollment management/budget update

5. Review of program/curricular changes
 - 4+1 plan for the MA in Intermedia
 - UMaine/UMPI collaborative MEd program in Ed Leadership
6. One University and UMS appointments to the Graduate Faculty
7. Prioritization of E&G-funded assistantships
8. Items arising



Graduate Board
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Thursday, September 26, 2019
3:00 pm - refreshments
3:15 pm - meeting

AGENDA

Meeting called to order: 3:20PM

In Attendance: P.Agrawal, J.Bonnet, T.Bowden, A.Cruz-Uribe, L. Darling, S. Delcourt, D. Dryer, S. Ell, K.Evans, S. Flanagan, J.Gill, H. Greig, N. Hall, K. Harding-Heber, C. Isenhour, S. Jain, Z. Jin, M. Kienzler, A. Knowles, K. Kreutz, M. LaRocque, J. Mcllymer, I. Mette, H. Onsrud, L. Rickard, D. Shulman, O. Smith, M. Tajvidi, K. Varahramyan, K. Vekasi, T. Yoo, Z. Zhang.

S. Delcourt opened the meeting asking members to update the attendance list – or add their name as proxy if they are acting on behalf of someone else. (Updated attendance list will be recorded with minutes.)

1. Review/approval of the May 9, 2019 Graduate Board minutes.
 - Motion to amend – Owen Smith – statement is missing part or misunderstood – ownership of names statement was intended to argue against the ownership of names – as disciplines change, there are more cross connections. (We should not own certain terminology.) Owen will send an edited statement to be included per Scott's request.
 - No further amendments – motion to approve with the amendment – (Owen Smith)
 - i. One abstention from vote – Nancy Hall (was not here in May) – all others approved.
2. Review/approval of the September 3, 2019 Curriculum Committee report

New Courses:

EDT 572 - Teaching Programming in Multiple Paradigms
ECO 550 - International Environmental Economics and Policy
MEE 590 - Modern Control Theory and Applications
FSN 542 - Sustainability, Nutrition and Health

Course Modifications:

ECO 581 - Agent-Based Modeling
EDT 616 - New Directions for Educational Technology

S. Delcourt – ECO 550 was also to be cross-listed as SPI 550. This action had not gone through the proper channel to be approved yet – it will be coming next month after approval from the College of Liberal Arts and Sciences.

Cindy Isenhour – motioned to approve – and there was unanimous approval.

3. Announcements/updates:

- a. Orientation Recap (Kathleen) – successful event
 - TA day – full day held in Stodder
 - Graduate Student Day – reduced to 3:00PM-5:00PM to boost attendance and encourage more use of the online orientation. (Library or campus tours offered 1pm-3pm)
 - If anyone has corrections for the online orientation– please send to graduate@maine.edu or to Kathleen directly.
 - TA Boot camp – moving forward meetings at least once per month with the goal to cover a couple of different topics each month. There is still space available for new teaching assistants who would like to attend and interested TAs may register online. Go to the CITL website – and click the link for development opportunities for graduate students. You can register online if you have TA's who may be interested. There is a stipend for successful completion of the bootcamp.
- b. Ice Cream Social Recap (formerly the picnic) – 100 students attended this year. We will plan for 200-300 next year. We will get the word out sooner and more often next year –not only to students but to faculty and staff as had been the custom with the picnic.
- c. Mug Club – First Thursday of every month; 4-6pm (See handout). October Mug Club will feature a presentation on public speaking – flyers distributed.
- d. Workshop on Best Practices in Mentoring (October 3, 12-1pm) in the Graduate School – Susan Gardner will facilitating the discussion.
- e. **Graduate School Open House** – Thursday, October 3, 2019; 3:30pm-6:00pm in the Graduate School. We will have tables available for all programs who are interested in attending. We typically get 100-125 students who attend. If a faculty member isn't available please send a graduate student from your program. We distributed flyers in local communities and have advertised on Facebook for the event.
- f. Conversations with college deans, directors and chairs groups...Because many chairs and directors are also interested in discussing the University's graduate mission and graduate efforts in their schools/departments, K. Varahramyan and S. Delcourt will be meeting with the college leadership groups. First meeting is with CLAS chairs and directors on November 12.
- g. Stodder Hall renovations – Due to a space crunch on campus, the office of International Programs will be moving to Stodder 3rd floor (south wing) and overnight guest housing will also move to the 3rd floor (opposite wing). Graduate students living on the third floor will move to the first floor. Scott is holding a meeting tonight with residents to go over the changes and what to expect over the next few weeks.

4. AY 19-20 plan for developing measures of graduate student learning outcomes as required by NECHE – Mandy Barrington will be doing a pilot workshop involving the UMaineGOLD programs since outcomes assessment is one of the fifteen UMaineGOLD standards.

M. Barrington: From the May 2019 GB meeting, we asked for your feedback. We have decided to focus on the first step – to develop student learning outcomes for each graduate program (see handout). Different degree types may have different outcomes. Accredited programs likely have student outcomes already described.

Short term goal - for all departments to have student learning outcomes and have them published on the program web-pages.

Long term goal - for all grad programs to have an assessment plan based on learning outcomes. The office of assessment will support program assessment development.

The President is going to meet with NECHE in November to discuss the recent accreditation visit. We would like to make progress between now and then and have an interim assessment plan to present.

Course outcomes are now included on new course proposals – so these will make determining program outcomes easier moving forward.

Lacey Darling suggested that graduate students as the end users be involved in the creation of suitable program outcomes.

Deb Shulman asked if Mandy might be available to help programs interested in starting this process on their own. She confirmed that she would be happy to help.
(Mandy is listed as Amanda Barrington in Gmail.)

5. Enrollment management update – according to Debra Allen, OIR, we have surpassed 2100 graduate students – the last time we surpassed 2100 graduate students was in 2012. Efforts to support graduate enrollment growth have been paying off. We are about 5% higher in enrollment than the same time last year – and nearly 5% higher than the mid-October census enrollment from last year. We are also within 100 credit hours of exceeding the projected revenue target for graduate enrollment.
6. Discussion of timeline for admission decisions

S. Delcourt asked the Graduate Board membership regarding the timing of admission decisions. He noted that by the beginning of the fall semester there are still about 75 students who completed their applications in January and have not received an admission decision, prompting some students to request a refund of their application fees. How can we make this process work better so students have a clearer picture of their admission status?

Jacquelyn Gill – spoke for SBE – when students come to her they try to match students to advisors before encouraging them to apply. Some students may still apply without identifying an advisor. We don't reject them until the last possible minute because we might have space for them at the last minute if a project develops and an advisor is identified. Scott asked if students receive regular communication from the department about their status, so they are not wondering about what is happening in the meantime. Jacquelyn stated that it would be a huge burden for the administrators in her department to do this without a batch mailing option.

Zhen Zhang – suggested that the Graduate School helped GSBSE with batch messaging in Target X. Kathleen suggested that Jacquelyn get in touch with the Graduate School to avoid the customer service issues that no response is causing for the students. Graduate School is happy to help.

Scott asked if other programs following the same model?

Mehdi Tajvidi replied that SFR- also admits only people with a willing advisor. Jessica Leahy worked with students last year to offer the non-thesis MF program for some of the others who met admission standards.

S. Delcourt noted that having a nonthesis or professional option for students who are not matched with an advisor is a good option for the following reasons:

- Helps fill seats in low enrolled classes and increase overall enrollment.
- Speeds up admission decisions not needing to wait for a willing advisor.
- Students in professional programs will often come with scholarship support as opposed to assistantship support.

Delcourt mentioned that April 15 is typically the deadline set by the Council of Graduate Schools for admission action when students are offered financial support. If a student completed his/her application by January 15th, could we send a letter to the student by April 15th to let them know that financial support/advisor is not currently available and asking if they would they like to remain on a waiting list?

Suggestion from James McClymer - If departments are already communicating with students, can these students not receive the waiting list letter? Scott suggested that the Graduate School, send each program a list of pending applicants sometime after April 15 so that programs could indicate the status of each student; maybe check boxes for (a) accept, (b) reject, (c) waiting list or (d) program is communicating with student?

Scott reminded everyone of the survey for graduate program admission practices that was sent in mid-August to graduate coordinators – we are hoping to collect information regarding admission practices by program that will help the Graduate School assist individual programs.

Suggestion from the group (D. Shulman) – they would like cheat sheet on how to use Target X. Some tips and tricks like adding the URL to copy emails to the students into Target X. (Have Crystal put something together to explain how to use this feature). We will explore all of these options. We have been working at building more communications in the Target X system – including messages that would encourage students to find an advisor, etc... There is a new comprehensive communication plan that Fiona and Crystal have been working on for all of our programs – and we could consider building this in so that students in each program are receiving appropriate messaging based on the admissions practice for that program.

7. Recap of the March 8 graduate summit and discussion of AY 2019-20 graduate priorities
 - Summit last year – Vice President and Dean Varahramyan, former Provost Hecker, Associate Provost Monique Larocque, and Associate Vice President Scott Delcourt planned and hosted the summit.

Strategic Vision and Values Planning (handout) from S. Delcourt.

Scott presented some of the slides that are on the Provost website under Strategic Vision and Values.

3 key value statements:

Fostering Learner Success
Creating and Innovating for Maine and Beyond
Growing and Advancing Partnerships

While much of the work on fostering learner success has focused on undergraduate education, online education is also a key component of this value. Doctoral education is a key component in both creating and innovating in Maine and beyond and in growing and advancing partnerships.

President Ferrini-Mundy was asked by the Chancellor to develop a plan for research and development within the UMS.

Three overarching goals were developed which all have implications for graduate education:
Make Maine the best state in the nation in which to live, work, and learn by 2030.
Establish an innovative – driven Maine economy for the 21st century.
Prepare the knowledge and innovation workforce for Maine.

If you look at Burning Glass and other job forecasting sites – more jobs now require a masters' degree.

Undergraduate enrollment is declining and will continue to decline all across the nation – except the southeast. There will be a net decrease in traditional college-aged students. More universities are looking at graduate programs as a new revenue stream to replace losses in undergraduate enrollment.

Kathleen will send EAB webinar to Graduate Board for background information.

Keith Evans – would like to have Scott's slides from the Provost's presentation sent to the Graduate Board as well.

More students with an undergrad degree will be looking to complete a masters' degree. In addition, there will be more adult learners. Southeast population is growing – but, not at the same rate as the northeast is shrinking.

L. Darling served on the childcare committee – we need to realize that many older students who will be returning for graduate degrees have families. A student she surveyed commented that they chose to pursue graduate school instead of having a family. Concern is: what are we doing to better prepare for this population – knowing that they may be coming to us with families?

An idea discussed among the GB was a modest alumni discount that might be an idea to recruit new graduate students.

Kristen Vekasi – the United States is behind many countries in addressing this crisis– she has research on this that she will share with Scott.

Alumni and job placement - do any programs keep track of where alum ended up?

Exit interviews – J. Gill suggested that they have tried to conduct in the past to get a sense of where alums are going.

Kathleen let Grad Board know that we are currently working on exit interviews with Institutional Research – Mandy & Deb. We had a 50% response rate in our May 2019 Grad Survey.

D. Shulman & Anne Knowles and others would like to see the data from our 2018 and 2019 survey. Results from 2018, although sometimes brutally candid, can be shared with the Graduate Board via email. Reporting will be improved with the help of Institutional Research for the 2019 survey and should be available in a few weeks.

Where should we expand in graduate education? Where are the jobs? Students are asking for certain programs. For example, computing and data science occupations are growing rapidly. Should we target where our academic strengths are or where the jobs will be?

S. Delcourt presented a slide showing ten-year enrollment trends in UMaine graduate programs. There has been a pronounced decrease in professional master's programs followed by an increase in the last few years so that we are just about at the same enrollment as ten years ago. Much of the growth has been in online enrollment. Doctoral enrollment and research-focused master's enrollment have remained relatively stable since enrollment in these programs has been largely dependent on assistantship support. However, the lines have crossed with more doctoral students now enrolled in these programs than master's students.

UMaine's goal is to grow both master's and doctoral Programs. We have a tuition revenue incentive plan in place with UMaineGOLD. K. Varahramyan has talked about an incentive to grow non-online professional programs (TOPS) where some of the tuition revenue would be returned to the graduate programs from enrollment growth in non-thesis masters programs. These funds could be used to build additional instructional capacity for more enrollment growth and more revenue return or used to fund assistantships. Financial options will be left to programs. At the same time, we are trying to shift more university assistantship support to doctoral programs to reach Carnegie R1 status.

S. Delcourt presented a slide on the number of masters vs. doctoral students funded currently – vs. a model with more of the funding directed towards doctoral students

K. Evans – asked about whether or not we are being encouraged to develop a PhD program if we don't currently have one.

K. Varahramyan - we are the State's largest university and the only research university. We cannot afford to have master's programs that are exclusively research-oriented where all students require funding. We need to boost our professional programs at the master's level through a revenue-sharing model and we need to grow our doctoral enrollment. We also have to find better ways to use University resources, for example purchase of academic journals and how decisions are made in this respect. Dean Varahramyan mentioned that the University had a late budget adjustment this year – but that as long as we keep growing, we should be fine. Graduate enrollment growth this year helped reduce the impact of a smaller undergraduate class.

Hamish Greig – we need to be aware that master's programs are a major component of the research activity in some of our programs. The funding can be critical to attracting students to our programs. J. Gill added – some of what was said counters the logic of having master's degree students to help with research, etc... this could create issues with finding students to assist with research. This may also have unintended consequences in impacting faculty

promotion and tenure achievement. K. Varahramyan responded that external funding could be used for this purpose for research-active faculty. What we are considering is simply shifting the University funding preference towards doctoral students where the bias is now shifted towards master's students.

K. Varahramyan – talked about growing revenue and investing that money back into the programs. If we want to become an R1 University – for better recognition of UMaine for the strength of our research programs. The number of doctoral degree recipients has an impact on achieving R1 status. Non-stem – need to grow doctoral programs in these areas since these programs are weighted more heavily when counting doctoral degree recipients..

K. Varahramyan - part of the bigger picture is the growth of the research enterprise. The University is already rewarding the PI's – with direct cost recovery coming back to them. We should also return some of the direct cost recovery to the departments.

J. McClymer – do you track the number of students who convert from master's to doctoral programs? S. Delcourt responded that there is no formal tracking although the information is in MaineStreet. Changes happen both ways since many students apply to doctoral programs to receive preferential treatment for funding and then switch to master's programs.

Meeting adjourned at 5:05 PM.

CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on October 1st 2019 and recommends the following courses to the Graduate Board for approval at its October 17th meeting.

New Courses:

ECO 505 Sustainable Energy Economics and Policy

SPI 550 International Environmental Economics and Policy

EDT 563 Future Ready: Embedding Design Thinking in the Learning Process

EDT 571 Methods of Teaching Inclusive K-12 Computer Science

Modifications:

ENG 508 Graduate Workshop in Poetry



NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
FOR GRADUATE COURSES

GRADUATE PROGRAM/UNIT School of Economics
COURSE DESIGNATOR ECO COURSE NUMBER 505 EFFECTIVE SEMESTER Spring 2020
COURSE TITLE SL: Sustainable Energy Economics and Policy

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

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

- New Course
 New Course with Electronic Learning¹
 Experimental

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

- Designator Change Prerequisite Change Other (specify) _____
 Number Change Credit Change
 Title Change Cross Listing (must be at least 400-level)² (ECO 405)
 Description Change Addition of Electronic Learning Component¹

ELIMINATION:

- Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s) <u>Todd Gabe MARIO TEJIC</u>	<u>8-21</u>	<u>[Signature]</u>
College(s) Curriculum Committee Chair(s) (if applicable)		
College Dean(s) <u>Chris Gerbi</u>	<u>8-27-19</u>	<u>[Signature]</u>
Graduate School		

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
2. Courses cross-listed below 400-level require the permission of the Graduate School.

SECTION 1 (FOR NEW COURSE PROPOSALS)

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

ECO 505 - SL: Sustainable Energy Economics and Policy
This course examines tradeoffs associated with the technical, economic, environmental, and social implications of energy supply, distribution, and use in the context of transitioning toward a sustainable energy future. Students examine a variety of renewable and non-renewable energy options for electricity, heating and transportation. Students assess quantitative and qualitative indicators of sustainability related to greenhouse gas (GHG) emissions and climate change, air and water quality, human health and safety, energy security, wildlife and the environment, technological efficiency and availability. They examine the effect of policies (e.g., carbon prices, emissions targets, efficiency requirements, renewable portfolio standards, feed-in tariffs) on those indicators and tradeoffs. The course provides brief introductions to environmental life cycle assessment (LCA), social benefit cost analysis (SBCA) and multi-criteria decision analysis (MCDA), as they apply to energy issues. Students apply course concepts to a service-learning project in which they work with people from surrounding communities on local sustainable energy solutions. Field trips may be required. Students may not receive credit for both ECO 495 and ECO 505.
Course Typically Offered: Spring
Credits: 3

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

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

Text(s) planned for use:

All materials (journal articles, popular media articles, and government reports) will be made available online.

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

Sharon Klein
Associate Professor
School of Economics
Teaching Load: 34% (2 courses per year)

Reason for new course:

I have taught this course as a mixed undergraduate/graduate course (ECO 405/590) for the last 7 years and it is time to give the graduate component its own number that is not a temporary number. ECO 505 will be cross-listed with ECO 405.

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 CEO, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

Every year, once a year, typically in the Spring semester. No overload salary payments.

ECO 405/505
SL: Sustainable Energy Economics and Policy
Spring 2020 SYLLABUS

Tuesdays & Thursdays 9:30-10:45pm
Estabrooke 130

COURSE INFORMATION

Course Description

This course examines tradeoffs associated with the technical, economic, environmental, and social implications of energy supply, distribution, and use in the context of transitioning toward a sustainable energy future. Students examine a variety of renewable and non-renewable energy options for electricity, heating and transportation. Students assess quantitative and qualitative indicators of sustainability related to greenhouse gas (GHG) emissions and climate change, air and water quality, human health and safety, energy security, wildlife and the environment, technological efficiency and availability. They examine the effect of policies (e.g., carbon prices, emissions targets, efficiency requirements, renewable portfolio standards, feed-in tariffs) on these indicators and tradeoffs. The course provides brief introductions to environmental life cycle assessment (LCA), social benefit cost analysis (SBCA) and multi-criteria decision analysis (MCDA), as they apply to energy issues. Students apply course concepts to a service-learning project in which they work with people from surrounding communities on local sustainable energy solutions. Students may not receive credit for both ECO 405 and ECO 505. This course has been designated as a UMaine service-learning course.

Field trips may be required. Depending on the nature and distance of field trips, students may be asked to arrange their own transportation, with volunteer drivers/carpooling or bus use encouraged, or transportation may be provided. Depending on the circumstances, an alternative assignment may be accepted in cases where a student is unable to make it to a field trip. Safety issues are not anticipated during field trips, but all University policies regarding field trip safety will be followed.

Undergraduate General Education Requirements: Population and the Environment and Quantitative Literacy.

Undergraduate Prerequisites: MAT 115 or higher

Credits: 3

COURSE DELIVERY METHOD

Mode of Instruction: In-person, with online content

Learning Management System: Google Classroom (<https://classroom.google.com>, class code: TBD)

Preferred Hardware: Laptop with HDMI connector

FACULTY INFORMATION

Dr. Sharon Klein

Associate Professor

School of Economics

Winslow Hall, Room 305C

207-581-3174

sharon.klein@maine.edu (*when sending email to this address, please start the subject line with the course designator (e.g., ECO 405 or ECO 505)*)

Office Hours: TBD during first week of class

INSTRUCTIONAL MATERIALS AND METHODS

Required Texts: There is no required text for this course. All required readings and videos will be available through the course website in Google Classroom (<https://classroom.google.com>, class code: **TBD**). It is recommended that students bring a laptop and HDMI connector to class if they have one. This is not required, but may make some in-class activities easier.

Google Classroom will be our main stop for most course content. This is where I will post weekly readings, videos, some assignments, as well as announcements and most grades. I may ask you to submit some assignments through Classroom. You will receive grades for these assignments through Classroom. Classroom also links to Google Drive (GD) so if you have GD installed on your computer and set up to automatically sync, you can access the Classroom folder for this course directly from your computer's desktop. Alternatively, you can visit your GD through your web browser and find the Classroom folder for this course in there.

Non-Traditional Teaching Methods

This course uses active, inquiry-based, project-based, service- and collaborative learning methods, as well as a partial "flipped" classroom model to enrich student understanding of the material and help students develop professionally and personally (for more information, see: https://www.youtube.com/watch?v=MdymI61hLPY&list=PLE8C54256779B374D&index=3&feature=plpp_video). There will be times we will use a traditional lecture-style approach to class, but most of the time in class, students will be expected and required to actively engage in discussions, debates, problem-solving, and other activities that help improve learning outcomes, problem-solving and critical thinking skills, confidence, retention of information, group collaboration, and many other important aspects of learning. In order to participate fully in these activities, students will need to do readings, watch videos, and complete written assignments outside of class, on time. Students will be graded on each of these important components of learning, in-class and out-of-class. It is also recommended that students bring a laptop and HDMI connector to class if they have one. This is not required, but may make some in-class activities easier.

True to the spirit of inquiry-based learning, I may not always give a direct answer to a question but rather encourage students to find the answers on their own. This may seem frustrating and inefficient at times, but finding answers on their own helps students understand concepts at a deeper level and retain information better. I will provide direct answers when necessary, and I will be open about when I am being indirect and why.

Service-learning is a “teaching method which combines community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. Service-learning programs involve students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility, and commitment to the community” (<http://umaine.edu/volunteer/service-learning/>). This course integrates community service related to sustainable energy with course content because it helps students better understand their own role in achieving a sustainable energy future and improves learning outcomes.

COURSE GOAL

The main goal of this course is to expand student understanding and reasoning skills related to energy choices, issues, and policies in the context of the varied social, economic and environmental implications of energy production, distribution and use.

INSTRUCTIONAL OBJECTIVES

1. Distinguish between concepts of power and energy, and convert between power and energy units across a wide range of energy resources, technologies and uses.
2. Define sustainability and sustainable energy.
3. Compare current energy trends and markets in Maine, the U.S., and the world, and identify the factors influencing these trends over time and space.
4. Identify and evaluate potential sustainable energy solutions across a diverse array of sustainability indicators, including but not limited to: production efficiency & cost, annual capacity factor, geographic and temporal availability, air pollution, water pollution, water & land use, social acceptability, human health impacts, and safety.
5. Compare the economic sustainability of different energy options through calculations of levelized cost of energy, net present value, and/or payback period.
6. Explore sustainability tradeoffs associated with different energy options through brief introductions to life cycle assessment (LCA), benefit-cost analysis (BCA), and/or multi-criteria decision analysis (MCDA).
7. Assess and compare the implications of current and potential future energy policies (including carbon prices, emissions targets, efficiency requirements, renewable portfolio standards, and feed-in tariffs) on sustainable energy development.
8. Engage in citizen-oriented solutions to energy-related problems.
9. Evaluate the role of civic engagement and service learning in creating and implementing sustainable energy solutions.

STUDENT LEARNING OUTCOMES

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

1. Explain, to an audience of mixed energy knowledge, the most pressing sustainable energy-related problems and associated policies/solutions.
2. Evaluate the quantitative and qualitative technical, economic, environmental, and social costs and benefits of different energy solutions.
3. Formulate sustainable energy solutions that maximize overall benefits.
4. Find, develop, and/or participate in local sustainable energy solutions.

GRADING AND COURSE EXPECTATIONS

Components of Final Grade:

Weekly Quizzes	35%
In-Class Activities	35%
Project	30%

The final semester grade will be the sum of the weighted total of Weekly Quizzes, In-Class Activities, and Project grades and will be assigned as follows:

A (93 or above)	A- (90-92.9)	B+ (87-89.9)	B (82-86.9)
B- (80-81.9)	C+ (77-79.9)	C (72-76.9)	C- (70-71.9)
D+ (67-69.9)	D (62-66.9)	D- (60-61.9)	F (59.9 or less)

These grading components and grade assignment chart apply to both ECO 405 and ECO 505 students; however, the details about what contributes to these grades, as described below, differ somewhat for ECO 505 students. Differences are explained on the last page of this syllabus in the ADDITIONAL ECO 505 REQUIREMENTS section.

Weekly Quizzes (35%)

It is very important for students to come to class ready to actively participate and learn. In many ways, all students in the class depend on each student doing his/her own part. In general, on the first day of class for the week (e.g., Monday for a MWF class; Tuesday for a TTh class), students will be expected to have completed a set of course material that I will post online a week ahead of time with instructions about what should be read (e.g., journal articles), watched (e.g., videos), and/or explored (e.g., interactive websites). Students will be required to complete an online quiz based on the assigned material and based on what was learned in class the previous week. Sometimes these quizzes will be taken at home and sometimes in class. The lowest quiz grade will be dropped at the end of the semester. The amount of material required to read/watch/explore each week will taper off toward the end of the semester as the Project component takes up more time.

In-Class Activities (35%)

All students are expected to attend class each day and be prepared with a **calculator** (phone, tablet or computer are acceptable substitutes), **paper** and **pen/pencil**. Students are welcome to take notes on a computer or tablet, but they must also bring paper and pen/pencil. Students are encouraged to bring a laptop computer, but this is not required. Students are expected to attend ALL scheduled class meetings and participate in ALL learning activities during class times, which may include group discussions, reflections, debates, games, problem-solving (often involving math – hence the calculator, paper and pencil), individual writing, etc. In-class activities will build off of the weekly course material students prepare at home (e.g., the readings, videos, and interactive website explorations upon which they are quizzed) and help students build knowledge to work toward future assignments and the project. Students will earn one in-class activity grade of up to 10 pts for each class meeting. On some days, this grade may be assigned based purely on attendance (e.g., 10 pts for attending, 0 pts for not). On some days, there may be more specific assignments with more specific grading criteria (e.g., writing answers to 5 questions worth 2 pts each, group work based on a rubric handed out ahead of time, etc). If

there are more than one specific assignment in one class period, the in-class activity grade for that class period will be the average of all of the scores for that class period, for a score out of 10 pts max. At the end of the semester, the in-class activity grades for all class periods will be added up; the lowest in-class activity grade will be dropped (subtracted); the total divided by the total points possible and multiplied by the component weight shown in the table above.

Project (30%)

The project will integrate student learning outcomes and service-learning through a written report, poster presentation, workshop, or oral presentation, where the audience may include community partners, students and faculty from other classes, and other interested parties. The exact nature of the project may vary each time the course is taught based on the most pressing service needs at the time. Typically, students form teams to work collaboratively with community partners on projects related to sustainable energy that meet community needs. Depending on the needs at the time, students may be involved in activities such as building window inserts, creating and testing brochures/advertising materials for community sustainable energy projects, conducting research on a topic of need identified by the community partner, developing and implementing an information workshop for a community partner, etc. In some cases, students may be required to meet a minimum number of service hours. However, they will be evaluated primarily on their learning experience through community partner evaluation, peer evaluation, and/or reflection assignments/papers. Final projects may be presented to the community partners at a location determined by each group and partner. There may be individual and/or collaborative components to the project. Assigned course material (e.g., readings, videos, etc), in-class activities, and service will help students make progress on the project throughout the semester. As part of the project, students will be required to engage in service in a local community to make progress on a real sustainable energy solution. More instructions will be presented during the first month of class. Some service projects may require field trips, which will either occur during class time or during a time negotiated in advance with students to work with their schedules. Depending on the nature and distance of field trips, students may be asked to arrange their own transportation, with volunteer drivers/carpooling or bus use encouraged, or transportation may be provided. Depending on the circumstances, an alternative assignment may be accepted in cases where a student is unable to make it to a field trip. Safety issues are not anticipated during field trips, but all University policies regarding field trip safety will be followed.

COURSE POLICIES

Classroom Culture

This class tends to be a mix of students from economics, engineering, environmental science, and other academic backgrounds. In addition to this academic diversity, each student has their own cultural and social backgrounds, lived experiences, family traditions, political leanings, and set of ethics and values. These differences represent valuable opportunities for us to open our minds to new ideas and ways of thinking and respect different perspectives in our class discussions. I encourage students not to shy away from discussions that involve differences in opinion or disagreements but rather practice demonstrating active listening, constructive feedback, and respectful debating. These are not easy skills to master, and we will spend much class time practicing these skills. We will not find sustainable energy solutions by either mindlessly fighting or, on the other extreme, avoiding conflict. We must learn how to listen, learn, respect, and grow.

Extra Credit

Several extra credit opportunities are available - more information and specific instructions are located in the "Extra Credit" topic area in Google Classroom.

Late/Missed Assignments

I understand that life happens, and I don't want to waste student time and mine discussing excuses and/or valid reasons for missed assignments. For this reason, I will drop the 1 lowest Quiz and the 1 lowest In-Class Assignment grade at the end of the semester. Students also have the opportunity to earn Extra Credit. Therefore, there will be NO opportunities to makeup missed work, and late assignments will NOT be accepted. The only exception is if the University has granted a student a leave from course duties for some reason - in this case, the proper documentation would be required to makeup missed or late assignments within the appropriate timeframe specified on the University documentation. Students must arrange a meeting with me (outside of class time) as soon as possible in a situation like this, so we can work out the timeline for makeup work. If a student knows in advance s/he will miss an assignment due to sporting events, field trips for other classes, or some other official event, s/he must inform me in writing (i.e., email) as soon as s/he knows of the conflict, and complete assignments prior to the deadlines if possible or meet with me to schedule new deadlines.

Communication Policy & Extra Help

Check Google Classroom regularly for announcements, assignments and other communication from me.

If you have a question or need extra help, please do the following **in order**:

- 1) Review the course materials on Google Classroom (i.e., syllabus, instructions, announcements, readings, videos, etc.) and see if there are already answers available in these materials.
- 2) Check the discussion threads surrounding the course materials to see if your question has already been asked and answered.
- 3) If your question has not been asked yet in Classroom, but it may apply to other students, please post your question to the appropriate course material discussion thread and/or ask your question in class so all students can benefit.
- 4) If your question is more individual in nature and/or you have not found an answer after completing steps 1-3, please email me. There may be time to ask a quick question before or after class, but for some questions – especially where I may need to look something up – email works better. Please send email requests for meetings **at least 48 hours ahead of time** – depending on my travel and research schedule, I may need more time than this.

I expect emails from students to me (and vice versa) to be composed professionally with complete sentences and proper English writing style with no spelling mistakes or cryptic abbreviations (i.e, an email is not a text message), a CLEAR subject line that includes the course designator (e.g., ECO 405 or ECO 505) and a clear, concise question. I reserve the right not to respond to emails that don't meet these qualifications.

During the weekdays, I will try to respond to emails within a 36-hour turnaround time. I will try to respond to emails sent on weekends/holidays within 60 hours. I teach other courses, do research, and have a personal life, so please be patient and respectful.

UNIVERSITY POLICIES

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

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

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

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

University Sexual Discrimination Reporting Policy

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

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

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

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

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

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

SAMPLE COURSE SCHEDULE

Week	Day of the Week	Date	Unit	Topic	In-Class Activities	Deadlines	
	Tuesday	1/21/20		Introduction: What is sustainable energy? Why is it important?	Pre-assessment quiz; Independent writing; Small group discussion		
1	Thursday	1/23/20	Introduction	The role of life cycle assessment (LCA) in sustainable energy systems	Problem-solving; small group discussion		
	Tuesday	1/28/20		Project introduction	Independent writing; small group discussion	Quiz 1	
2	Thursday	1/30/20		Introduction to energy math	Problem-solving; small group discussion		
	Tuesday	2/4/20		Oil and Natural Gas	Small group discussion	Quiz 2	
3	Thursday	2/6/20	Energy Resources & Extraction	Coal and Uranium	Small group discussion	Quiz 3	
	Tuesday	2/11/20		Biomass	Small group discussion		
4	Thursday	2/13/20		Solar, Wind, Water, Geothermal	Small group discussion	Quiz 4	
	Tuesday	2/18/20		Thermoelectric power plants (fossil fuels, nuclear; concentrated solar power; biomass, geothermal)	Small group discussion		
5	Thursday	2/20/20		Mechanical and electrical processes (solar photovoltaic, wind, hydropower)	Small group discussion		
	Tuesday	2/25/20	Energy Conversion (ELECTRICITY & HEATING)	Offshore wind testing facility tour	Tour	Project Plan/ Quiz 5	
6	Thursday	2/27/20		Comparing the costs of power plants (LCOE)	Problem-solving	Quiz 6	
	Tuesday	3/3/20		The electricity grid	Problem-solving		
7	Thursday	3/5/20		Distributed generation, community energy, and Payback Period	Problem-solving		
	Tuesday	3/10/20		Residential heating options (wood pellets, geothermal, heat pumps, solar)	Problem-solving; small group discussion	Quiz 7	
8	Thursday	3/12/20		Project Work (in class)	Project work		
	Tuesday	3/17/20		SPRING BREAK - NO CLASS			
9	Thursday	3/19/20		SPRING BREAK - NO CLASS			
	Tuesday	3/24/20		Internal combustion engine & diesel engine	Small group discussion	Quiz 8	
10	Thursday	3/26/20		Hydrogen Fuel Cells	Problem-solving; small group discussion		
	Tuesday	3/31/20		CHG, LNG, biofuels	Problem-solving; small group discussion	Quiz 9	
11	Thursday	4/2/20	Energy Conversion (TRANSPORTATION)	Electric vehicles	Problem-solving; small group discussion		
12	Tuesday	4/7/20		Comparing payback period for different cars	Problem-solving	Quiz 10	
	Thursday	4/9/20		Multi-criteria decision analysis of car purchase	Problem-solving		
	Tuesday	4/14/20		Public & active transit	Independent writing; small group discussion	Quiz 11	
13	Thursday	4/16/20		Trends in energy end-use, policies that try to change energy behavior	Independent writing; small group discussion		
	Tuesday	4/21/20	Energy Use & Disposal	Carbon pricing game	Game	Quiz 12	
14	Thursday	4/23/20		Waste, recycling, and re-use in energy	Small group discussion		
	Tuesday	4/28/20		Project Work (outside of class)	Project work		
15	Thursday	4/30/20		Course wrap-up	Independent writing; small group discussion		
FINAL EXAM PERIOD				FINAL PROJECT PRESENTATIONS			

ADDITIONAL ECO 505 REQUIREMENTS

Students enrolled in ECO 505 will be receiving credit for a graduate level course. Therefore, more will be expected of them in terms of workload and quality of work. Although the grading *scale* will be the same for graduate students as what is outlined above for undergraduate students, the following modifications to the grading *components* apply to all ECO 505 students:

Weekly Quizzes (35%)

In addition to everything ECO 405 students must do in this component, ECO 505 students must complete ALL "optional" course material (e.g., readings, videos, etc) posted on Google Classroom and may be required to answer additional, different, and/or more difficult/detailed Quiz questions. ECO 505 students are also expected to take initiative on course material and quizzes – rather than waiting to be told what to do, they should anticipate what needs to be done and initiate solutions where appropriate.

In-Class Activities (35%)

In addition to everything ECO 405 students must do in this component, ECO 505 students are expected to take on a leadership role in collaborative group work – supporting and educating undergraduate students in research efforts and in-class activities. ECO 505 students are also expected to take initiative on in-class activities – rather than waiting to be told what to do, they should anticipate what needs to be done and initiate solutions where appropriate.

Project (30%)

In addition to everything ECO 405 students must do in this component, ECO 505 students:

- 1) Will have additional requirements and a separate grading rubric for their Project.
- 2) May be required to participate in meetings with me outside of class throughout the semester to obtain additional instruction and check in about the status of the project.
- 3) May be expected to take a more active role in the service portion of the Project (e.g., volunteer for additional hours, help with logistics and leadership)
- 4) Will be required to write an **individual** full-length (10-15 page) research paper for their project **in addition** to any collaborative work.
 - a. The paper may use some collaborative work, but also must add more detail, greater depth in examining the issues, and include content related to skills and information acquired independently.
 - b. In addition, ECO 505 students must identify 3 academic journals, which may be appropriate for submitting this paper for publication, and explain why these journals may be appropriate, with specific references to the journal description and impact factors. ECO 505 students do not actually have to submit their paper for publication, rather this portion of the assignment is included because graduate students should gain experience in selecting academic journals for publication in a variety of topic areas.
 - c. Further instructions and a grading rubric for the ECO 505 final paper will be available on Google Classroom at the beginning of the semester. The ECO 505 final paper will be due at the end of the final exam period as an online submission to Google Classroom.
- 5) Are expected to take initiative on project research and service – rather than waiting to be told what to do, they should anticipate what needs to be done and initiate solutions.



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 Policy and International Affairs
COURSE DESIGNATOR SPI COURSE NUMBER 550 EFFECTIVE SEMESTER Fall 2020
COURSE TITLE International Environmental Economics and Policy

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):

SPI 550, International Environmental Economics and Policy,
Prerequisites: MAT115, and C- or better in either ECO 350 or ECO 420, or equivalent with permission, Credit Hours: 3
Description: International environmental economics and policy uses an economic framework to examine the reasons behind, and methods to solve, conflicts between economic development and growth, trade, and the environment. It then explores the processes of international policy development: identifying problems, designing and negotiating solutions, and implementing policies to change national behavior.

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:

The instructor does not use a textbook; all of the reading and video content for the course are publicly available materials (e.g., WTO, UN-Environmental program, World Bank, etc.).

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

Mario Teisl, Professor and Director, School of Economics, 1.5 courses a year.

Reason for new course:

This course is being offered at the graduate level as both SPI 550 and ECO 550 because the last several times Mario taught the course, graduate students made up half of the course enrollment. Students come from various academic programs outside of economics (e.g., SFR, BUA, EES, SPIA, SECS, ANT, SMS, SBE). This course is cross-listed as both ECO 550 and SPI 550 with ECO 450. The SPI designation is being included as it is a required course for the Global Policy - international environmental policy concentration.

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.

School of Economics consulted with SPIA and we readily agreed to propose the course and have it cross-listed with ECO 550. A proposal for ECO 550 has been submitted to the Graduate School by NSFA.

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

Every other year - no overload required.

ECO 450/550 SPI 550 – International environmental economics and policy – Fall 2016

Time: MWF 10:00-10:50

Location: 113 Deering Hall

Instructor: Mario Teisl, Professor and Director School of Economics

Office: 206 Winslow Hall

email: Teisl@maine.edu (No FirstClass)

Office Hours: I have many meetings so it is best to schedule an appointment with my Administrative Assistant, Karen Moffett (1-3154; on FirstClass)

Description: The class will begin by presenting the basics of environmental economics and policy. We then discuss the economics behind international trade, and its effects on economic growth and development, and their impacts of the environment. We will then examine alternative causes of international environmental problems and explore solutions through the application of international environmental economics and policy. The class finishes by exploring the processes and institutions of international policy development: identifying problems, designing and negotiating solutions, and implementing policies to change national behavior.

3 Credit Hours.

Prerequisites: MAT 115 and ECO 350 or 420 or permission

Course objectives: Students, using economic theory, graphs and math, will be able to:

- understand the basics of environmental economics and management
- identify the benefits (economic growth) and costs (environmental quality) of international trade
- explain the economic basis of international environmental problems and the objectives of international environmental policy
- illustrate the constraints faced in developing and applying environmental policy in an international context
- analyze and evaluate the tradeoffs inherent in designing environmental policy

More generally, students should increase their proficiency in critical analysis of economic and environmental problems, and developing logical economic and policy arguments. Students will demonstrate the above on exams, writing assignments and in oral responses in class.

Learning activities: The course uses lecture and discussion to demonstrate the economic interpretation of environmental problems. Exams and homework will be used to test student understanding of key economic concepts and arguments, and their ability to use graphical and mathematical tools. Writing assignments will allow students to demonstrate their ability to use and communicate the economic theories and tools to analyze environmental problems and design appropriate policy responses.

Text(s): Given the nature of the course, no one book satisfies as a textbook. In fact, I pull readings from many different sources. I will provide you electronic copies of readings on Blackboard (most of these are free from sources like the WTO, World Bank etc.) Note there is likely to be some repetition of concepts in the readings but that occurs when you pull together free materials.

BlackBoard: We will use the ECO 450 BlackBoard Website for course announcements, distribution of readings, and course assignments. Your default Blackboard email address is your UMaine gmail address (e.g., XXX@maine.edu); please check this email address daily during the semester. Additional BlackBoard resources can be found at UMaine's Information Technologies web page (<http://umaine.edu/it/>). If you run into problems contact <http://umaine.edu/it/contact-us/>.

Homework assignments:

All students: Homework assignments will focus on using your economic, graphical and mathematical skills to analyze policy problems. Unless you have made prior arrangements with me, homework is due by the beginning of class on the assigned due date. Homework may be worked on in groups; if you work as a group you need to only turn in one set of answers (include the names of the people in the group!). The date when homework is to be turned in will be given when assigned; late homework will not be accepted.

Those enrolled in ECO/SPI 550: Homework for graduate students will be longer, require more quantitative sophistication, and require more thoughtful essay responses than above.

Class Participation: Many of our classes will consist of discussions of issues raised in the readings. It is important that all assigned readings be done before the classes for which they are assigned. Class participation is important and you are expected to be able to comment intelligently on the assigned readings.

If you are not in class then you are not participating; however, I do understand the occasional need to miss class due to illness etc. Illness or family emergencies are usually the only acceptable reasons for missing class. If such a problem arises, you need to e-mail me before class and provide a written justification (e.g., medical note) so we can discuss alternatives.

Here is the (increasing marginal) cost schedule for missing class

If you miss 1-2 classes you lose 0 points off your final grade
If you miss 3 classes you lose 5 points off your final grade
If you miss 4 classes you lose 10 points off your final grade
If you miss 5 classes you lose 20 points off your final grade
If you miss 6 classes you lose 40 points off your final grade
If you miss more than 6 classes you fail the course

Special mandatory attendance days! week of Dec. 12/5 (graduate presenters need an audience!)

Writing/Oral Assignments:

Those enrolled in ECO 450: You do not have a writing or oral assignment

Those enrolled in ECO/SPI 550: You will be required to do one writing/research assignment. You are to work on the research paper as individuals, not as a class; however, I do encourage you to edit each other's papers. You will then present your research paper to the class using a lighting format (Plan on each presentation being 10 minutes and 5 minutes for questions and 1 minutes for switching to next speaker). You must send me your PowerPoint presentation by 10am the day **BEFORE** you are presenting; if you develop your slides on an Apple device then you should also send me a PDF of your slides as a back-up.

Exams.

All students: There will be two midterms and one final exam. Both mid-term exams will consist of two parts: in-class (short questions, math and economic problems) and take-home (longer essay questions). In the essay questions you should demonstrate your understanding of how international environmental problems are evaluated, developed and implemented. Essays must be typed. The take home portion of the exam will be due one-week after the time it is made available. You are to work on the exam as individuals, not as a class. Exam dates are:

Exam 1: Oct. 7
Exam 2: Nov. 4
Final: TBD

Those enrolled in ECO/SPI 550: Exams for graduate students will be longer, require more quantitative sophistication, and require more thoughtful responses than above.

Grading: Assignments not handed in by the due date will receive a grade of 0 unless you have made prior arrangements with me. Illness or family emergencies are usually the only acceptable reasons for missing an exam or a problem set deadline. If such a problem arises, you need to e-mail me before the deadline and provide a written justification for missing the exam (e.g., medical note) so we can discuss alternatives.

Except for very *extraordinary* circumstances, failing to follow these rules will lead to a grade of zero for the missed exam/homework. Any exam from which one student is excused will be replaced by a make-up

exam and I will schedule a make-up at only one time for each exam. Except for very exceptional reasons, no exams will be delayed or postponed.

Numerical grades will be used for all exams and homework. Letter grades will be assigned only for the overall course grade given at the end of the semester. Your final grade will be determined as:

	Students In ECO 450	Students In ECO/SPI 550	When due/occurring	
Class participation	5%	5%		
Homework Assignments	20%	15%		
Policy Brief		20%		
Reading List & Outline			1%	9/16
First Draft			7%	10/14
Second Draft (optional)			0%	11/11
Final Draft			12%	11/25
Presentations		5%		Week of 12/5
Exam I	25%	20%		Oct. 7
Exam II	25%	20%		Nov. 4
Exam III	25%	20%		TBD

Grading Rubric	%	GPA points
A	93+	4
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3
B-	80-82	2.7
C+	87-79	2.3
C	73-76	2
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1
D-	60-62	0.7
F	Below 60	0

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

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

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

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

General Calendar

- Preliminaries: Materials balance, externalities, social welfare, market and government failure, Coase theorem/property rights, time dimensions, optimal pollution, environmental policies
- Growth and the environment, environmental Kuznets curve, basic resource economics, international resource management
- Trade theory, comparative advantage, Heckscher-Ohlin model; factor mobility and trade, benefits/costs of trade, trade history and law, policy tools
- Trade liberalization and the environment, pollution haven hypothesis
- Finance-related: FDI and international environmental protection, environmental micro-lending, debt-for-nature swaps
- Global Environmental Politics: History, actors in the environmental arena, the rise of non-state actors, international political economy, game theory of international negotiations
- Conflicts: more vs lesser developed, global vs local, democracy vs dictatorship

Special Dates: No class on 9/5, 10/10, 11/23-25

Fall 2016 Draft Calendar:

- week 1:** Lecture - Basics
Readings – Pearson Chap 2.pdf; Pearson Chap 3.pdf (skip middle of 49 to part 3);
Public goods and common property.pdf
OPTIONAL: Preliminaries.pdf (a review of micro; assume you know it)
- week 2:** Lecture – Externality theory; benefit-cost analysis
Readings – Pearson Chap 5.pdf (page 114 to middle of 119);
Field & Field Chap 5.pdf; Field & Field BC analysis.pdf;
Damages and Abatement (Figure 4 is a simpler MARGINAL translation of
the information in quadrant 1, Figure 5.1, page 116 in Pearson Chap 5 - we
will use this translation in class)
OPTIONAL: Economic instruments – notes.pdf
- week 3/4:** Lecture – Environmental toolkit - liability rules; Coase, Standards; Taxes/Subsidies;
Permit markets
Readings – Field & Field Chap 9-13.pdf;
Economic Instruments1.pdf
- week 5:** Lecture – Multiple damage curves; Policy design with uncertainty in damages; costs;
International policy design; Environmental Kuznets curve
Readings – Baumol&Oates – Chap 5.pdf
Russell-choice of instruments.pdf
Economic Instruments2.pdf
EKC.pdf
- week 6:** Lecture – Ricardo trade model; numerical example
Readings – trade readings1.pdf
- week 7:** OCT BREAK
Lecture –H-O trade model (fixed proportions); Rybcynski theorem;
Readings – trade readings1.pdf
EXAM 1
- week 8:** Lecture – Stolper-Samualson theorem; factor price equalization; H-O model (variable
proportions);
Readings – Binder 1.pdf
- week 9:** Lecture – International trade and the environment policy;
Readings – WTO study.pdf (Note that you can skip Section I, Section II E, Section V
and VI); Tuna_dolphin & shrimp_turtles.doc; Trade and the Environment.pdf; WTO -
dispute settlement.pdf; WTO & environment.pdf; WTO _ Trade and environment.pdf;
- week 10:** Lecture – International trade and the environment policy – empirical results;
Readings – Environment and trade handbook.pdf (you can skip sections 1, 4, 6 and 7);
Evolution of Policy Responses to Stratospheric Ozone Depletion.pdf;
Dupont.pdf
OPTIONAL: Trade_Measure.pdf
- week 11:** Lecture – Politics of International environment policy (business and NGO influence; env
negotiations)
Readings –Ponte.pdf; Political economy.pdf; NGO diplomacy chap 6.pdf;
deacon&Mueller.pdf; economics-of-japanese-whaling.pdf
EXAM 2
- week 12:** Lecture – Politics of International environment policy (local versus global diplomacy;
top-down or bottom up; central vs democratic movements; green macroeconomics)

Readings – Local vs global.pdf; Dictatorship_democracy.pdf; Green GDP.pdf

week 13:

Lecture – Case study: climate change

Readings – Climate change science and policy.pdf

Climate change economics.pdf

Climate change law.pdf

week 14:

Oral Presentations:



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 COEHD Instructional Technology
COURSE DESIGNATOR EDT COURSE NUMBER 563 EFFECTIVE SEMESTER Summer 2020
COURSE TITLE Future Ready: Embedding Design Thinking in The Learning Process

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)

Meredith Swallow Digitally signed by Meredith Swallow
Date: 2019.02.21 20:38:16 -05'00'

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

Sherrie Weeks Digitally signed by Sherrie Weeks
DN: cn=Sherrie Weeks, o=ATR, ou=COEHD,
email=sherrie_weeks@maine.edu, c=US
Date: 2019.03.08 08:54:52 -05'00'

College Dean(s)
Timothy R. [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):

EDT 563: Future Ready: Embedding Design Thinking in the Learning Process
Credits: 3
As modern education grows complex, educators need strategies to inspire authentic learning experiences, to motivate colleagues and students, and to spark innovative solutions. Empathy fueled, human centered problem solving -- design thinking -- provides the mindset and framework for developing innovations at any scale and managing project based learning in any environment. This courses provides a critical investigation into the principles of design thinking and how to apply them to your professional life. Participants will engage in iterative cycles of a design process and explore how both high- and low technologies can support the outcomes of design thinking.

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:

Cohen, Michael. Educated by Design: Designing the Space to Experiment, Explore, and Extract Your Creative Potential. Dave Burgess Consulting, 2019.

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

Daniel Ryder - Adjunct for the MEd in IT program

Reason for new course:

As an elective in the MEd in IT program, this course will support the movement toward design thinking and the design process in education; a process that supports student learning around empathy and real-world problem solving.

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

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

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

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

Every other academic year

University of Maine

Course Outline & Syllabus

EDT 563 Future Ready: Embedding Design Thinking in The Learning Process

(Subject to Revision)

Section 001, September 4, 2018 - December 14, 2018

Online Course Number: 29701

Key Hashtags: #EDT598 #EdTech207 #DTK12chat

Taught by Dan Ryder, Instructor

Official: Daniel.ryder1@maine.edu (Note the 1! It isn't there to be pretentious - apparently there's more than one of me out there in the universe.)

Easiest: DanRyder207@gmail.com (Mainer.)

Twitter: @wickeddecent

Cell: (207) 578-0357 (text or call anytime -- please include your name in the text)

Home: (207) 645-5141 (9 a.m. to 7 p.m.)

Course Description

As modern education grows complex, educators need strategies to inspire authentic learning experiences, to motivate colleagues and students, and to spark innovative solutions. Empathy fueled, human centered problem solving -- design thinking -- provides the mindset and framework for developing innovations at any scale and managing project based learning in any environment. This course provides a critical investigation into the principles of design thinking and how to apply them to your professional life. Participants will engage in iterative cycles of a design process and explore how both high- and low technologies can support the outcomes of design thinking.

Learning Objectives & Outcomes

Successful participants in this course will walk away with five abilities. A successful participant will be able to:

- Demonstrate the principles of a design thinking mindset.
- Apply a human-centered empathy-fueled design process to prototype solutions related to learning
- Create and curate a digital portfolio of tools and strategies
- Contribute to a globally connected learning network that respects

ethical and legal aspects of educational technology

- ❑ Critically evaluate low and high tech tools that support learning

What Achieving the Above Looks Like

“The main tenet of design thinking is empathy for the people you're trying to design for. Leadership is exactly the same thing - building empathy for the people that you're entrusted to help.”

— David Kelley

This course provides an introduction to design thinking as a means of understanding and developing innovative pedagogy. It includes basic principles and concepts empathy fueled, human centered problem solving and explorations of readily-available technologies to put those concepts into practice as learning experiences. Readings and viewings include storytelling, creative problem solving, institutionalized bias, divergent thinking, ideating, managing process, gathering feedback and growing capacity for empathy. Discussions include leading through design, fostering a fail-up environment, growing comfort with discomfort, active listening with the whole self. Hands-on activities include using app and web-based technologies to produce and document solutions to human-centered problems and needs in our learning and professional spaces. *Purposeful intent drives our work.*

Required Texts

Participants will explore a number of online articles, videos, and other content via such sources as IDEO.org, Stanford d.School, KQED MindShift and Business Innovation Factory. Initial a'la carte lists will be posted each week. Optional readings will be added as we encounter more texts in the growing discourse around design thinking.

The following **four** texts are required. These were chosen in part because of their applicability across impact areas and value beyond the topics of this course. *Life is short. Read things that matter.*

Austin Kleon's *Steal Like an Artist* (Workman, 2012) **and** *Show Your Work* (Workman, 2014)

Tom & David Kelley's *Creative Confidence* (Crown Business, 2013)

Ellen Lupton's *Design is Storytelling* (Cooper Hewitt, Smithsonian Design Museum, 2017)

Required Technology

Participants will need consistent internet access to succeed in this course as well as the ability to take digital photos, digital video, and record digital audio. Smartphones, tablets, and most laptops possess these abilities. As this course isn't app-specific (i.e. a class in iMovie or Instagram) there are no specific software requirements. Having up-to-date operating systems for your preferred device (latest Android, iOS, Mac OS, Windows, etc.) would be very helpful.

Participation and Assignments

Artifacts & Evidence

Each week will feature a different focus on the design thinking mindset as well as a choice of tools to answer those questions. Participants will be expected to create at least three pieces of evidence demonstrating each the learning objectives and outcomes listed at the opening of this syllabus. Each artifact may be used as evidence on multiple standards. A spreadsheet will be provided to help you manage your evidence. Each form of evidence is described below with rubrics to arrive with the formal assignment of each assessment.

FORMATIVE ASSESSMENTS

Critical Conversations, Creations & Reflections

In order for participants to have meaningful discussion online, there must be shared bodies of knowledge and access to one another's insights. Without the benefit of body language, tone, proximity and physical interactivity that a face to face dialogue involves, it becomes that much more important that participants provide context for their ideas through critical reflection and ongoing expression through blogging/vlogging/podcasting and using social media to stay connected.

Blogging

Participants will be expected to maintain a blog for the duration of the course, posting two times per week. (Participants are requested to choose from Blogger or Medium for their blogging assessments, though they may use another platform if they so desire.) A process post consists of one to three well developed paragraphs, or three to five minutes of vlogging/podcasting, and

metatext (links, quotes, embedded video/audio). A critical creativity post will address the challenge posted by the instructor that requires participants to express their understanding of course content through a given creative constraint. Participants are encouraged to respond to at least one colleague's post per week and use blog posts as entrance into class discussions.

All participants will have their blogs linked on a spreadsheet for easy access and discourse. Blog posts are not required to be made public to a wider audience, but they must be readable to the other members of the course. Please do not hesitate to contact me with questions and concerns about privacy.

Tweeting

Social media can be a rich space for critical conversations around design, empathy, problem solving and education. Participants will be *encouraged* to maintain a regular Twitter feed for the duration of the course, using hashtags **#EDT598** **#EdTech207** and *if one wishes to reach an even wider design thinking community* **#DTK12chat** (One should average one to three tweets, daily.) Similar to the blog, this hashtag will be used for critical reflection and connections, as well as engaging in discourse beyond the scope of the course. *There is a whole world of design thinkers out there. Let's get them to help us.*

Flipgrid

One of the tools with which participants will become familiar is [Flipgrid](#). Flipgrid will be useful for our weekly asynchronous discussions and building our course community and culture. It allows users to have video based discussions and works well as an alternative to face to face meetings and text-based message boards. There are other means of engaging in the conversations as well. This one just happens to work particularly well.

Google Classroom

There will also be a Google Classroom for the class that will allow for text based conversations as well.

Conversation Tracker.

All interactions will be linkable and useable as evidence of meeting the critical conversations outcomes of the course. A Google Sheet will serve as our conversation tracker.

Design Sprints

There will be numerous opportunities throughout the semester to practice design thinking methods, mindsets and design processes in microbursts called design sprints. Participants will complete the first during week one to get accustomed to the design processes will use during the course. Each sprint may serve as evidence of growing creative confidence (see below) and other course outcomes (see above).

SUMMATIVE ASSESSMENTS

Each of the summative assessments will be shaped and informed by the formative assessments completed over the space of the course. Participants may find it overwhelming to look at each of these products on its own. Instead, participants are encouraged to see the relationship between the critical conversations, blog posts, readings and social media interactions and the completion of the following summatives.

A rubric for each summative assessment will be provided upon its formal assignment during the course.

User Guide for Our Colleagues

During the first three weeks of the course, participants will design a user guide for fellow participants that introduces oneself to one's peers, expresses what others need to know in order to best interact as a problem solving community over the space of the course, and delivers that information in a way designed to best communicate with the rest of the course. This serves as a mini-design challenge unto itself while providing opportunity for deep inquiry into empathy and bias, as well as practice using digital production tools.

DESIGN THINKING USER GUIDE. Over the duration of the course, participants will compile their growing resources and experiences with design thinking in order to create a shareable introductory guide to the design thinking mindset and design thinking processes for use by their colleagues, members of their PLN, and/or the education community at large. The published guide may take any one of many shapes (video, website, documentary, film, podcast, graphic novel, short story, novella, etc.) and participants will be encouraged to choose a format and medium that will

most likely endure beyond the course.

Design Challenge & Reflection 1: Classroom/Team/Department Scope

During the second month of the course, participants will complete a design challenge addressing an identified need within their classroom, instructional team or department. Participants will use the tools and methods introduced in the course, including Mary Cantwell's DEEPdt design process. *Upon completion of the design challenge, participants will complete a 2-3 page narrative reflection on the process of designing the solution, its potential effectiveness, the areas in which it might be improved on a future iteration and the enduring understandings you believe you will take from this experience and apply to future problem solving.*

Design Challenge & Reflection 2: Institution/Community Scope

During the final month of the course, Participants will complete a design challenge addressing an identified need within their school or broader learning community. Participants will use the tools and methods introduced in the course, including Mary Cantwell's DEEPdt design process. *Upon completion of the design challenge, participants will complete a 2-3 page narrative reflection on the process of designing the solution, its potential effectiveness, the areas in which it might be improved on a future iteration and the enduring understandings you believe you will take from this experience and apply to future problem solving.*

Due Dates and Assessment Strategy

The following are instructor pace due dates. These dates will ensure timely feedback. Work may be turned in late at no penalty, however, unanticipated late work may not receive timely feedback to inform revision. If one needs more time to complete an assignment or if blog posts are forthcoming, all one need do is ask. *Communication is key.*

Formative

Critical Conversations

Blog Posts

Ongoing

2/Wk starting Week 2

Until Dec 14

(M to F) Until Nov 30

Design Sprint

Week 1

Prototype Due Sept

Summative
User Guide

1/Course

Prototype Due Sept 17

Design Challenges
29

2/Course

1st Prototype Oct

& Reflections

2nd Prototype Dec 3

Creative Confidence Portfolio Ongoing

Prototype Due Dec 14

Rubrics will be provided for each of the major assessments at the inception of the course. Rubrics will be on a four point scale (exceeds to not meets) and will feature descriptive, conversational language to inform revision and critical feedback. Final grades are calculated based on the outcomes of the course as standards; students have to meet or exceed the outcomes through the course assessments. Each rubric is aligned to the course outcomes, and to the UMaine suggested grading scale provided below. Please see Appendix A for an example of a rubric aligned to course outcomes.

Standards-Based Grading

Because this course is assessed using standards-based grading in a proficiency model, student grades are based on mean, not average. Mean scores represent the frequency of one's achievement toward a given standard.

The course is designed to provide a minimum of three opportunities to demonstrate each of the course outcomes. There may be additional opportunities to demonstrate the outcomes and students are encouraged to propose additional personalized opportunities to demonstrate the outcomes.

Student grades are calculated using the mean of the three best pieces of evidence of achieving each outcome. Since each outcome is weighted the same, the sum of all outcome means are averaged to reach a final score.

Thus, student A has produced three pieces of evidence for each outcome.

	Ev 1	Ev 2	Ev 3	
Outcome 1	Meets	Meets	Meets	= Meets (85)
Outcome 2	Meets	Exceeds	Exceeds.	= Exceeds (97)
Outcome 3	Meets	Exceeds	Exceeds.	= Exceeds (97)

$$97 + 97 + 85 = 279 / 3 = 93$$

Thus the student would receive a 93 for a course with only three outcomes.

For this course, proficiency in a course outcome is defined by the descriptor in the given rubric and is considered "meeting the standard." For example, to demonstrate proficiency in the course outcome "Demonstrating principles of design thinking mindset," one must produce blog posts that may be described by the following rubric language, "I like how your blog posts and social media demonstrates several features of a design thinking mindset (fail up, yes/and, bias to action, etc.). From looking at your online conversations, it is clear you have a working knowledge of the design thinking mindset." (See Appendix A.)

Exceeding the Standard

In order to exceed the standard, one must produce work that demonstrates the outcome through particularly insightful, creative, profound and/or unique solutions to the given task or problem.

All work may be revised for full credit and to show maximum demonstration of understanding, though late work may not receive detailed critical commentary.

A = 93 - 100 (4.00 GPA) EXCEEDING the STANDARD (A RANGE)

A- = 90 - 92 (3.67 GPA)

B+ = 87 - 89 (3.33 GPA)

B = 83 - 86 (3.00 GPA) MEETING the STANDARD (B RANGE)

B- = 80 - 82 (2.67 GPA)

C+ = 77 - 79 (2.33 GPA)

C = 73 - 76 (2.00 GPA) PARTIALLY MEETING (C RANGE)

C- = 70 - 72 (1.67 GPA)

W No GPA computation

Grades less than C are not acceptable for graduate work.

University of Maine Policies

[Academic Honesty Statement*](#)

[Students Accessibility Services Statement*](#)

[Course Schedule Disclaimer*](#)

Observance of Religious Holidays/Events*

Sexual Discrimination Reporting (Long Version)*

Sexual Discrimination Reporting (Short Version)*

1) 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.

2) Students with disabilities statement: If you have a disability for which you may be requesting an accommodation, please contact Director of Student Accessibility Services, 121 East Annex, 581-2319, as early as possible in the term.
<https://umaine.edu/studentaccessibility/staffcontact/>

I encourage all participants in this course to speak with civility and to mindful of inclusive and accepting language.

The University of Maine's non-sexist language policy may be viewed at:
<http://www.umaine.edu/WIC/both/language.htm>.

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

4) Sexual 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 the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

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

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

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

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

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

Netiquette

Source: http://www.acc.nt.edu.au/documents/File/THINK_social_media_POSTER.jpg



Appendix A

Critical Conversation

Criteria	What Meeting the Standard Looks Like
<p>Evidence of Applying a DT Mindset to the Critical Conversation. To what extent do you apply different techniques and approaches to the critical conversations in this course? To what extent do you experiment with the format of your sharing, the content of your posts, and the platforms you use?</p> <p>Think: Format, Style, Approach</p> <p>OUTCOME: <i>Apply a human-centered empathy-fueled design process to prototype solutions related to learning</i></p>	<p>I like how you engage in dialogue on a variety of platforms as you seek to meet your colleagues in the spaces where they are expressing their ideas; I like how there is evidence that you consider the various means of meaningful dialogue in the service of critical thinking. I like that you are experimenting with both format and content to see what works best to articulate ideas and continue dialogue.</p>
<p>Evidence of a Design Thinking Mindset To what extent have you demonstrated the features of a design thinking mindset across the critical conversations?</p> <p>Think: Content</p> <p>OUTCOME: <i>Demonstrate the principles of a design thinking mindset.</i></p>	<p>I like how your blog posts and social media demonstrates several features of a design thinking mindset (fail up, yes/and, bias to action, etc.). From looking at your online conversations, it is clear you have a working knowledge of the design thinking mindset.</p>

<p>Evidence of Critical Consideration of High & Low Tech Tools for Learning Experiences</p> <p>OUTCOME: <i>Critically evaluate low and high tech tools that support learning</i></p>	<p>I like how your conversations demonstrate thoughtful dialogue,, ideation and iteration w regards to low and high tech tools in learning experiences. I like how there's a keen focus on the application of those tools to solve problems.</p>
<p>Professional Quality Spelling, mechanics, formatting, appearance, crispness</p>	<p>I like how well you use your language. When I notice errors they do not interfere at all. How might you improve your MUGS so that your ideas are more easily conveyed?</p>
<p>Evidence of Engaging in a Critical Conversation</p> <p>To what extent have you engaged in dialogue with others' ideas as well as your own with regards to developing and applying a design thinking mindset to teaching and learning?</p> <p>Think: Back & Forth Conversation</p> <p>OUTCOME: Contribute to a globally connected learning network that respects ethical and legal aspects of educational technology</p>	<p>I like the evidence of dialogue that you have included here that shows you aren't just getting atop a soap box or echoing another's ideas, but rather "yes, and-ing" when appropriate and asking thoughtful questions when appropriate. I like that you maintain a collegial, conversational tone throughout.</p>



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 COEHD Instructional Technology

COURSE DESIGNATOR EDT COURSE NUMBER 571 EFFECTIVE SEMESTER Summer 2020

COURSE TITLE Methods of Teaching Inclusive K-12 Computer Science

REQUESTED ACTION

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

- New Course
- New Course with Electronic Learning
- Experimental

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

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

Meredith Swallow Digitally signed by Meredith Swallow
Date: 2019.02.21 20:48:04 -05'00'

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

Sherrie Weeks Digitally signed by Sherrie Weeks
DN: cn=Sherrie Weeks, o=ATR, ou=COEHD,
email=sherrie.weeks@maine.edu, c=US
Date: 2019.03.08 08:58:12 -05'00'

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):

Course: EDT 571
Course Title: Methods of Teaching Inclusive K-12 Computer Science
Credits: 3
Computer Science is a vast field that is key to the continued growth of jobs, economy, and global innovation, however it has not been part of a standard education in most places. This course will provide a foundation in the big ideas in computer science - abstraction, data and information, algorithms, programming, and the impacts of computing. Students will explore pedagogical approaches to promoting computer science, with a focus on including those groups who are historically underrepresented in the field. Students will use a range of curriculum standards to plan, design instruction, and use assessment strategies. Students will also continue to build strategies for the integration of computational thinking and computer science with other areas. Students will learn to design a project with either a visual or text-based programming language relevant to their work.

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:

Margolis, J. (2017). *Stuck in the shallow end: Education, race, and computing*. Cambridge, MA: MIT Press.

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

Jeff Bailey - Adjunct for the MEd in IT program

Reason for new course:

This course is an introduction to the development of knowledge and skills for K-12 educators to integrate computational thinking and computer science in K-12 education.

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

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

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

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

One time per academic year

University of Maine
Summer 2019, June 24th-August 2nd

571 Methods of Teaching Inclusive K-12 Computer Science (Online)

Instructor: Jeff Bailey

Contact information: Email and Texts via cell phone are preferred

jeffrey.bailey@maine.edu

Twitter @jbailey8

Cell: 207-779-6906 (Text preferred, please include the name in the text message.)

Date Approved for 680 Endorsement: April 11, 2019 (approved for methods course)

Course Description:

Computer Science is a vast field that is key to the continued growth of jobs, economy, and global innovation, however, it has not been part of a standard education in most places. This course will provide a foundation in the big ideas in computer science - abstraction, data and information, algorithms, programming, and the impacts of computing. Students will explore pedagogical approaches to promoting computer science, with a focus on including those groups who are historically underrepresented in the field. Students will use a range of curriculum standards to plan, design instruction, and use assessment strategies. Students will also continue to build strategies for the integration of computational thinking and computer science with other areas. Students will learn to design a project with either a visual or text-based programming language relevant to their work.

Course Objectives:

Participants will be able to...

1. Understand the basic foundations of how computers understand data and how we can use a computer to analyze data in our work.
2. Understand and be able to make computer algorithms to help us in our work field.
3. Experience different teaching approaches to coding including different programming environments.
4. Understand who has been underrepresented in Computer Science and understand learner's needs in order to be successful in computer science.
5. Engage in professional communities to gain resources and support students in a global and interconnected world.

Participants will complete the following outcomes...

1. *Create materials that foster an environment of equity in computer science and reflect an understanding of the history of inequity in the field.*
2. *Use and reflect on instructional approaches to teaching computer science that focus on collaboration and inquiry.*
3. *Evaluate various coding/programming curricula to choose resources matching the background of targeted learners and instructional goals.*
4. *Create lessons and activities that integrate concepts of data and coding with content area standards.*
5. *Write algorithms that show an understanding of the concepts of selection, iteration, and sequencing.*
6. *Identify and create examples of data abstractions and procedural abstractions in programming.*

7. Identify, and use sources of data appropriate to the background of targeted learners and instructional goals.
8. Collect, represent and analyze different types of data.
9. Create lessons that model Digital Citizenship skills appropriate for the background of targeted learners.
10. Participate in a wider professional learning network focused on teaching Computer Science.

Grading :

35% Projects (6 Projects averaged together equally weighted)
25% Lesson Plans (3 averaged together equally weighted)
25% Papers (2 Papers averaged together equally weighted)
15% Read, Reflect Respond Posts (RRRs) (Weekly posts and responses averaged together equally weighted)

All assignment details, descriptions, and rubrics are posted in Google Classroom.

All work may be revised for full credit after discussing the work with me via phone, email or video.

A = 93 – 100 (4.00 GPA)

A- = 90 – 92 (3.67 GPA)

B+ = 87 – 89 (3.33 GPA)

B = 83 – 86 (3.00 GPA)

B- = 80 – 82 (2.67 GPA)

C+ = 77 – 79 (2.33 GPA)

C = 73 – 76 (2.00 GPA)

C- = 70 – 72 (1.67 GPA)

W No GPA computation

Grades less than C are not acceptable for graduate work.

Course Outline

Discussion prompts, assignment due dates Rubrics and links to online activities and resources will all be posted in the Google Classroom for the course. **By June 24th at Midnight.** [Join Google Classroom](#) (You need to be signed into your Maine.edu email). You will need the class code - **pgpwmp**

A timeline for the course with due dates is available here (link).

Module	Example Topics/Guiding Questions	Activities/Assessments
Inclusive Computer Science	Who is being left out of CS and why? What are the impacts of CS on our present and our future? How do we create an inclusive CS environment?	READ, REFLECT, RESPOND PROJECT Create an inclusive CS recruitment tool/classroom plan How does this reflect the readings and research into inclusive computer science practices. Video/Poster/Pamphlet PAPER

		Resource Review: Coding curricula and websites, Which seem appropriate for your students? Why?
Understanding Data	<p>How do computers understand data (text, numbers, images)?</p> <p>How can data be collected and represented?</p> <p>How can we analyze and use large datasets?</p>	<p>READ, REFLECT, RESPOND</p> <p>PROJECT Data Project: Create a survey or form to collect different types of data. Represent that data in visual form. Analyze the data and write a narrative explaining the conclusions and limitations of the data.</p> <p>PROJECT Data Abstraction Project- Create Pixel Image: Black and White.</p> <p>PROJECT Public Data Sources Analysis: Use a public data set to analyze a trend or draw a conclusion.</p>
Algorithms and Abstractions	<p>How do computers use iteration, selection, and sequences to perform tasks?</p> <p>How can we create abstractions to make computer algorithms more useful and efficient?</p>	<p>READ, REFLECT, RESPOND</p> <p>LESSON Human Algorithm: Describe a process in human language and begin to translate it into computer friendly language.</p> <p>PROJECT Turtle Drawings: Create simple line drawings with some algorithms you create. Look for patterns in the code to create more efficient functions.</p>
Introduction to Programming	<p>What tools and programming languages allow students to learn coding skills easily?</p> <p>How do we create functions, variables, and use logic to write program code that achieves our intended goal?</p>	<p>READ, REFLECT, RESPOND</p> <p>PROJECT Basic App Design: Create an app that includes user input, and logic to perform a task.</p>
Instructional Approaches to Teaching Computer Science.	<p>What Digital Citizenship practices are needed to participate in a Global Society safely and effectively?</p> <p>What teaching structures create an inquiry-based and collaborative CS</p>	<p>LESSON Digital Citizenship Lesson: Create a classroom lesson that teaches one of the important practices of Digital Citizenship as it is relevant for the students you work with.</p>

	experience for students?	<p>PAPER Investigate and Report: Research one of the following pedagogical approaches to teaching CS and post in the discussion board: Paired-Programming, Top-Down Design, Scrum.</p> <p>READ, REFLECT, RESPOND Participate in a PLN for Computer Science Education- Join in a Twitter discussion or other online community of CS Educators.</p>
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Participation:

Successful experiences in an online course are dependant on building a positive class culture and frequent participation. Participants will be expected to respond to class topics in text and video formats using a combination of [Google Classroom](#) and [FlipGrid](#). We will have a few scheduled synchronous live video chats using [Zoom](#) as well.

Rubrics:

Rubrics for each of the assessments given in the course will be provided prior to the activity. If participants have questions about grading criteria for an assessment, they should notify me prior to the due date by email, phone or online discussion board.

Required Technology: The nature of a Computer Science course requires participants to be able to access many online resources for research, programming and class discussion. A laptop capable of running a browser like Google Chrome or Firefox is recommended. Participants should have the ability to add programs to the device. Required programs/apps are [Flipgrid](#) and [Zoom](#) which allows for a video discussion. A device that allows you to take short videos and photos (with a webcam or cell phone) is required for some projects and discussions. For online video discussions, a headset or pair of headphones with a functioning microphone and webcam is required. Participants will need a Maine.edu email address to connect with many of the online discussions.

Required Texts: These two texts will highlight underserved populations in Computer Science and are important understandings to providing inclusive educational experiences. Papers and online responses will be required from these texts.

[Stuck in the Shallow End. Education, Race and Computing by Jane Margolis](#) (ebook link)

Unlocking the Clubhouse Women in Computer Science, by Jane Margolis and Allan Fisher

Potential Course Readings and Other Materials:

In the course, we will access many websites, videos, and online readings and activities. Those specific resources will be shared in the class activities to which they are connected.

Master, A., Cheryan, S., & Meltzoff, A. N. (2016). Computing whether she belongs: Stereotypes undermine girls’ interest and sense of belonging in computer science.

http://life-slc.org/docs/MasterCheryanMeltzoff_2015_JEP.pdf

<https://pdfs.semanticscholar.org/2358/78ce80b9d82abdad700f4ddd6c17d5292a1f.pdf>

Girls Who Code Policy Brief

https://www.accenture.com/t20161018T094638_w_us-en/acnmedia/Accenture/next-gen-3/girls-who-code/Accenture-Cracking-The-Gender-Code-Report.pdf

Code.org Statistics on Computer Science Education <https://code.org/promote>

University of Maine Policies

Please refer to the current policy statements for the most up to date information

<https://umaine.edu/citl/teaching-resources-2/required-syllabus-information/>

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

Students Accessibility Services Statement 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 contact me privately as soon as possible.

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

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

Sexual Discrimination Reporting

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

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

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

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

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

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



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 English Masters

COURSE DESIGNATOR ENG COURSE NUMBER 508 EFFECTIVE SEMESTER fall 2020

COURSE TITLE ENG 508: Graduate Workshop in Poetry

REQUESTED ACTION

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

- New Course
- New Course with Electronic Learning
- Experimental

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

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

ELIMINATION:

- Course Elimination

ENDORSEMENTS

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

Leader, Initiating Department/Unit(s)

SEP 03 2019

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

STEVE EVANS, CHAIR

9/10/19

College Dean(s)

9/10/2019

Graduate School [sign and date]

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

SECTION 1 (FOR NEW COURSE PROPOSALS)

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

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

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

Text(s) planned for use:

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

Reason for new course:

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

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

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

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

SECTION 2 (FOR COURSE MODIFICATIONS)

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

ENG 508 – Graduate Poetry Workshop

A graduate poetry workshop for M.A. students concentrating in creative writing. May be repeated once for graduate credit.

Prerequisites & Notes

English M.A. candidate, writing sample, faculty permission.

Credits: 3

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

ENG 508: Writing Workshop in Poetry and Poetics

An innovative approach to the traditional workshop for poets and those who think and write about poetry from a scholarly perspective, this course facilitates creative approaches to the writing of both poetry and poetics. Due consideration will be given to historical models, as well as to critical and theoretical writings. The principal object will be the students' own writing as it unfolds across the semester. Required to complete the concentration in Poetry and Poetics.

Reason for course modification:

To bring the course into better alignment with the goals of the Poetry and Poetics concentration.

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.

October 8, 2019

Dear Dr. Delcourt,

I am submitting for consideration Intermedia Programs' proposal for a 4 plus 1 combined BA and MA Degree track that would be part of the two-year MA degree in Intermedia. This 4+1 Program will draw specifically from existing MA/MFA courses and resources and made possible by the recent approval of the MA in Intermedia Degree.

The specifics of the proposed 4 + 1 MA program and degree are covered in detail in the application materials. It will require little or no programmatic changes, beyond administrative ones, to begin offering the 4+1 option for an MA degree. This program will provide a needed and important option for graduate students wanting to pursue graduate study in the arts and interdisciplinary studies at the University of Maine and across all system campuses. Although requiring no new resources or funding to initiate the program if, and as it grows, additional resources, particularly for on line course support, will be necessary.

One of our broad primary rationales for this program is to expand graduate level arts education across all of the system campuses. We have already approached the programs at UMA, UMFK, UMPI, UMF and they have positively responded to this opportunity for their students. Over the next year the Intermedia Programs, Graduate School and DLL will continue to work with these campuses and create official agreements to expand the 4+1 program to them. We will additionally as seek an agreement with USM with the aim of offering this program across all system campuses.

If I can provide any additional materials or answer any questions please do not hesitate to ask.

Sincerely,

Dr. Owen F. Smith, Director
Intermedia Programs
5785 Stewart Hall

Four Plus One Master's Degree (BA/MA) in the Intermedia Program

The Intermedia Program offers the opportunity for students throughout the University of Maine system to earn a Bachelors degree (BA) in an arts area and a Masters degree (MA) in Intermedia at the University of Maine, Orono in five combined years of study (the Four Plus One program).

The major advantage in pursuing a combined BA/MA program is that the student may count nine graduate course credits taken during their 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 taken in their senior year.

The Four Plus One is a highly selective program. The program is designed for a non-thesis, project based, MA degree. It is intended for students seeking credentials in entry-level employment in jobs which emphasize creative production, critical thinking and applied innovation in diverse areas of the arts.

Core Program Requirements

Students enrolled in the Four Plus one program earn a BA degree at the end of their senior year, and graduate along with the rest of their class. In the Four Plus One 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 additional year (15 months) 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. Over the course of earning the MA degree, students are permitted a maximum of two 400-level courses in their arts field or topic of concentration.

Four Plus One Coursework and Project

Students must complete 33 credit hours of course work. At least 27 credit hours must be taken at the graduate level, including four Intermedia core classes (IMD 500, IMD 501, IMD 561 and IMD 562) and two critique classes (IMD 570 and IMD 571). Students will take three elective courses in the arts (two can be take at the 400 level). A project class for 6 credits will complete the course of study.

4+ 1 Course schedule:

Senior Year – 9 credits

Fall: IMD 500

Spring: IMD 501; Elective

Summer after Senior Year – 3 credits

IMD 570

Graduate Year 1 – 18 credits

Fall: IMD 571; Elective 2, Elective 3

Spring: IMD 561; IMD 562; Final Project

Summer Year 1 – 3 credits

Summer: Final Project

Two of the three classes (IMD 500 and IMD 501) to be taken in the senior year will be offered at UMaine but available on line and in person as hybrid courses. The third class can be any approved arts class taken at the students home institution (any UMaine system campus) at the 400 level or above. These three courses are the ones that would be counted for both the BA and the MA degree.

Admissions

Students apply for the Four Plus One during their junior year (at least 60 but no more than 100 completed credit hours applicable towards the BA degree). Student must have an undergraduate GPA of 3.5 or higher. In addition, applicants must identify a graduate faculty member from the Intermedia Program who is willing to serve as their undergraduate/graduate academic mentor before being admitted into the Intermedia 4+1 program for the MA degree.

The application deadline is February 1. Student complete an application supplied by the Intermedia Program and submit the application directly to the Program rather than to the Graduate School. The Intermedia Program Admission Committee will make admissions decisions no later than March 1.

Please note that admission to the Four Plus One programs includes provisional admission to the Graduate School. 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 spring of the senior year. The GRE requirement is not required for student in the Four Plus One program and the MA degree in Intermedia. 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 Four Plus One 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, Admission and Senior year

Junior Year

Fall Semester – contact MFA Director or Assistant Director to discuss interests and plan of study for senior year

February 1 – application submitted to the Graduate Advisor, Intermedia Program, IMRC Center

March 1 – decision on admission made and the names of all admitted Four Plus One students submitted to the Graduate School.

May 1 – register for classes and complete program of study with Intermedia Director.

Senior Year (in 4+1 program)

Fall Semester – sign up for IMD 500 (can be taken as an online class)

Spring Semester – Sign up for IMD 501 (can be taken online) and one 400 arts elective at their undergraduate institution.

Application Procedure

This program is highly selective. Students must have a cumulative GPA of at least 3.5 to be admitted and must maintain that GPA through graduation in order to apply the graduate-level course credit earned as an undergraduate towards the MA degree. The program is only open to all current University of Maine System undergraduates.

Application must include:

1. A statement of purpose. This statement should discuss anything that might be relevant to an admissions decision. This will be your opportunity to talk to the admissions committee directly. Ideally, your statement should address why you wish to be admitted to the combined BA/MA program, your preparation for the program and your future plans after receiving a MA degree. This is also your opportunity to discuss anything else you might need the admissions committee to know about you, but please keep your statement relevant to an admissions decision 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 University of Maine System faculty or other Arts professionals from the State of Maine. These letters can be mailed directly to the program or they can be included along with the application in a sealed envelope.
3. Portfolio of 12-20 works completed in the last three years. They can be in combination of any media, material or medium. Including visual arts, performance and theater works, audio and music works, new media and digital works, creative writing and poetry and any and all forms of creative engagement. Emphasis should be placed on variety and diversity of works and media.
4. A current University of Maine System transcript. Only a University of Maine System transcript is needed.

Deadline: Applications must be made by the beginning of second semester of the junior year.

Applications should be sent to:

Combined BA/MA Program in Intermedia Arts, Intermedia Program, 5785 Stewart Commons, University of Maine, Orono, ME 04469

Admission Decisions

Admission decisions are made by the Intermedia Graduate Review Committee. This is a highly selective program. The committee will carefully review all submitted materials to determine whether the applicant is likely to succeed in graduate-level coursework. The committee will pay special attention to the portfolio and letters of recommendation in making their admission decision. The committee looks for potential in addition to existing achievements so the statement of purpose is of special import in the committee's decision.

Appendix A: System wide faculty participants:

- Dr. Owen F. Smith, Director Intermedia MFA, UM
- Dr. Laurie E. Hicks, Professor of Art, UM
- Dr. Susan Smith, MFA, Assistant Director of IMFA, UM
- Sheridan Adams, MFA, Instructional Designer, Center for Innovation in Teaching and Learning (CITL), UM
- Gustavo Aguilar, DMA, MFA, Associate Professor of Experimental Performance, Chair Division of the Arts, UMF
- Sarah Maline, Associate Professor of Art History, UMF
- Dawn Nye, Associate Professor of Art, UMF
- Jesse Potts, Associate Professor of Art, UMF
- Steve Pane, Professor of Music, UMF
- Bernie Vinzani, MFA, Professor of Books Arts, UMMA
- Eugene C. Nichols, Professor of Music, UMMA
- Marcus LiBrizzi, Professor of English, UMMA
- Robert Rainey, MFA, Associate Professor of Photography, UMA
- Peter Precourt, MFA, Associate Professor of Art, Program Coordinator, UMA
- Hyrum Benson, MFA, Associate Professor of Art, Program Coordinator, UMPI

Memorandum of Understanding
University of Maine Educational Leadership Program Partnership with University of
Maine Presque Isle College of Education to Develop a Collaborative Program in Rural
Educational Leadership (MEd/EdS)

August 13, 2019

The University of Maine Educational Leadership Program and the University of Maine Presque Isle College of Education are entering into a partnership, called the Collaborative Program in Rural Educational Leadership (henceforth known as REL), to provide educators in the rural locations of Maine with a group cohort experience to work towards a Master’s of Educational Leadership from August 2019 through August 2023. If successful in maintaining constant enrollment in the program, both sides may negotiate to continue this collaborative effort. The targeted enrollment is approximately 12-15 educational leadership students (current teachers seeking their M.Ed. and possibly current administrators seeking their EdS). This memorandum documents our mutual understandings about the program and the parties’ responsibilities.

Projected Course Schedule

	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022
Fall	EAD 560 Intro to Leadership Cat	EAD 566 Action Leadership II Alana	EAD 563 Interpersonal Leadership Cat
Spring	EAD 590 Rural Schools/ Communities Cat	EAD 510 Educ. Supervision Wendi	EAD 690-691 Internship Cat
Summer	EAD 565 Action Research I Alana	EAD 562 Group Dynamics Wendi	EAD 569 Capstone TBD

- There are 9 required cohort classes (28 credits total, one internship class worth 4 credits) that UMaine/UMPI faculty have agreed to split. As discussed in our meetings, 4 would be taught by UMaine faculty and 4 would be taught by UMPI faculty. The last class (a capstone class) is to be determined.
- There are 4 electives required for the MEd. Currently 2 would be taught by UMaine faculty and 2 would be taught by UMPI faculty.

Governance Structure

- We (the UMPI and UMaine faculty, henceforth identified as “we”) all agreed the degree would be conferred by UMaine.
- We see this as an equal partnership. UMPI faculty would need to have UMaine graduate faculty appointments and go through the Record of Qualifications for Graduate Faculty Status process.
- We have developed a governance structure where we will meet at least once a month to discuss instruction, guest lecturers (specifically with connections to the Central Aroostook Council of Education), connections to professional development in schools, and handing off courses between instructors and institutions.
- We have also discussed how we can take voices from the field and connect theory to practice through targeted guest lecturers. Moreover, we believe discussing how we might use practitioners as a type of advisory board (i.e. CACE) could be useful to this type of program.
- All shared revenue agreements will be established in an additional MOU.

Sharing of Instruction

- We have shared course shells and instructional philosophies around the andragogy of the program. We have also discussed how we can collaborate on a deeper level to infuse new practices into the program.
- We have discussed the need to have one learning management system (LMS) used for the entire program so that students experience continuity in their instruction as well as leadership development experiences.
- We have also discussed the need to make sure that whomever is instructing the courses has access to the UMaine library and software (e.g. Qualtrics), as well as entering grades through one portal (MaineStreet).
- We would like the courses taught by the UMPI faculty to be on load just like these courses are for UMaine faculty during the fall and spring semesters. However, to be clear, when we talked about summer courses, (which there is one each summer), we talked about this being overload (which is traditionally how summer classes are approached).

Record of Qualifications for Graduate Faculty Status

- We would like to have the UMPI faculty to go through the Record of Qualifications (ROQ) process in order to be seen as equal partners in this degree. UMPI faculty would need to have UMaine graduate faculty appointments.

Marketing of the REL Program

- We believe this will provide increased capacity for both campuses and allow us to serve rural communities in a Maine in a manner we have not been able to in the past. Additionally, we believe our collaborative program could serve northern and eastern Maine in sustainable manner, where we could work closely with superintendent

groups (such as CACE) to ensure continuity of leadership in school districts and improve leadership capacity in rural areas of Maine.

- We will continue to discuss how to innovate instruction, bring in guest lecturers, and bridge the theory-practice gap that will make the program stronger, particularly as we market this in rural areas.
- We see this UMaine/UMPI One University Educational Leadership Program as a way to celebrate our collaboration together in an ongoing manner and possibly use it as an example for other initiatives that could be formed within UMS.

University of Maine Educational Leadership Associate Professor, Program Coordinator
Dr. Ian Mette

University of Maine Educational Leadership, Human Development, and Higher Education
Program Director
Dr. Julie DellaMattera

University of Maine College of Education and Human Development Interim Dean
Dr. Mary Gresham

University of Maine Vice President and Dean of The Graduate School
Dr. Kody Varahramyan

University of Maine Interim Provost and Dean of the Undergraduate School of Business in the
Maine Business School
Dr. Faye Gilbert

University of Maine at Presque Isle College of Education Dean
Dr. Barbara Blackstone

University of Maine at Presque Isle President and Provost
Dr. Raymond Rice