

CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on March 17th and recommends the following courses to the Graduate Board for approval at its April 23rd, 2015 meeting.

New Courses:

- BIO 593 Advanced Biometry
- SFR 507 Forest Ecology

Modifications:

- CMJ 600 Introduction to Graduate Study in Communication
- CMJ 602 Teaching Communication in College
- GRN 502 Interventions for Older Adults in Diverse Settings
- KPE 580 Mechanical Analysis of Human Movement
- SEI 508 Assessment and Program Planning for Early Intervention
- SEI 510 Serving Infants and Toddlers in Natural Environments
- SEI 511 Planning Inclusive Early Childhood Programs and Environments
- SEI 513 Practicum in Early Intervention
- SEI 514 Administration and Public Policy for Early Childhood Programs
- SEI 516 Seminar and Practicum in Collaborative Consultation
- SEI 523 Home-based Practicum and Seminar in Early Intervention
- SEI 525 Center-based Practicum and Seminar in Early Intervention
- SEI 529 Language Development and Literacy for Diverse Young Learners
- SEI 650 Graduate Project in Early Intervention

The Curriculum Committee met on April 14th and recommends the following courses to the Graduate Board for approval at its April 23rd, 2015 meeting.

New Courses:

- ANT 564 Ecological Anthropology
- ANT 566 Economic Anthropology
- SFR 504 Rural Communities: Theory and Practice
- SIE 558 Real-time Sensor Data Streams
- SIE 559 Geosensor Networks

Modifications:

- ERS 544 Glaciology
- ERS 552 Geomorphology
- GRN 503 Health Policy Issues of an Aging Population
- SFR 690 Master of Forestry Project

Elimination:

- GRN 504 Integrative Seminar in Gerontology



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

GRADUATE PROGRAM/UNIT PhD in Anthropology and Environmental Policy / Anthropology

COURSE DESIGNATOR ANT COURSE NUMBER 564 EFFECTIVE SEMESTER Fall 2015

COURSE TITLE Ecological Anthropology

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
☐ Description Change ☐ Addition of Electronic Learning Component¹

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS (Please Print and Sign Name)

DATE

Leader, Initiating Department/Unit(s)

[Signature]

2/5/15

College(s) Curriculum Committee Chair(s)

Laura Artesani

Laura Artesani

2/10/15

Dean(s)

Timothy M. Glick

Tara Dyball

2/10/15

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):

ANT 564 – Ecological Anthropology (3cr.; Prerequisites: Graduate standing or permission)

Comparative study of human populations in ecosystems. Topics include the adaptive nature of culture, implications of the ecological approach for anthropological theory, sociocultural evolution and change, and contemporary problems. Case studies from simple and complex societies. ANT 464 and ANT 564 cannot both be taken for degree credit.

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

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

Text(s) planned for use:

Dove, Michael R., and Carpenter, Carol, eds. 2008. Environmental Anthropology: A Historical Reader. Blackwell Publishing.

plus journal articles, book chapters, and other readings

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

Sam Hanes, Assistant Professor of Anthropology (Geography), four courses per year
Cindy Isenhour, Assistant Professor of Anthropology, four courses per year

Reason for new course:

This course will serve as an elective in the Ph.D. program in Anthropology and Environmental Policy. This course will meet with an advanced undergraduate course, ANT464-Ecological Anthropology. Although the curricular outline of the two courses (ANT464 and the proposed ANT564) is the same, the work load in ANT564 will be appropriate for a graduate section (heavier reading load, research paper, role in leading discussion, etc.). Our graduate program is small and relatively new, admitting 1-3 new students per year. Consequently, regular access to stand-alone 500-level courses can be difficult in our department, since many would under enroll if offered regularly. With a strength in environmental anthropology, the subject matter of Ecological Anthropology (ANT464/564) is a key component of both undergraduate and graduate program curriculum. Creation of the proposed ANT564 that would meet with ANT464 would help to ensure its regular offering and be a more efficient use of our resources. Occasionally, if there were enough demand, ANT564 could be offered as a stand-alone graduate seminar as well.

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

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

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

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

N/A

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

Offered every year or every other year. The course will not result in overload payments.

Section 1

If more writing space is required please staple additional pages to the end of this document

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

Definition of an Undergraduate Student Credit Hour: The University of Maine defines a Student Credit Hour in an undergraduate program as an expectation, on average, of approximately 45 clock hours of student academic engagement per credit hour per course. Student Academic Engagement in a course can take many forms including, but not limited to: class time, testing, reading, writing, studying, discussion group time, laboratory work, internships, practica, practicing, performing or otherwise working on course content. ******

PROPOSED CATALOG DESCRIPTION (INCLUDE DESIGNATOR, NUMBER, TITLE, PREREQUISITES, CREDIT HOURS and WHETHER IT MEETS SERVICE LEARNING REQUIREMENTS):

ANT 564 – Ecological Anthropology (3cr.; Prerequisites: Graduate standing or permission)
Comparative study of human populations in ecosystems. Topics include the adaptive nature of culture, implications of the ecological approach for anthropological theory, sociocultural evolution and change, and contemporary problems. Case studies from simple and complex societies.

REASON FOR NEW COURSE (Elective?, Free Elective? Part of Core Curriculum? How will this course be used as part of your department's curriculum?)

This course will serve as an elective in the Ph.D. program in Anthropology and Environmental Policy. This course will meet with an advanced undergraduate course, ANT464-Ecological Anthropology. Although the curricular outline of the two courses (ANT464 and the proposed ANT564) is the same, the work load in ANT564 will be much more appropriate for a graduate section (heavier reading load, research paper, role in leading discussion, etc.). Our graduate program is small and relatively new, admitting 1-3 new students per year. Consequently, regular access to stand-alone 500-level courses can be difficult in our department, since many would under enroll if offered regularly. With a strength in environmental anthropology, the subject matter of Ecological Anthropology (ANT464/564) is a key component of both undergraduate and graduate program curriculum. Creation of the proposed ANT564 that would meet with ANT464 would help to ensure its regular offering and be a more efficient use of our resources.

COMPONENTS (TYPE OF COURSE/USED BY STUDENT RECORDS FOR MaineStreet)

Please check **ONLY ONE** box unless the proposed course will have multiple non-graded components:

Applied Music		Lecture	X
Clinical		Recitation	
Field Experience/Internship		Research	
Independent Study		Seminar	
Laboratory		Studio	
Service-Learning *			

*Refer to documentation on criteria for Service-Learning at: www.umaine.edu/upcc

IF CREATING A NEW DISTANCE LEARNING COURSE USING ANY COMBINATION OF ONSITE, SYNCHRONOUS, or ASYNCHRONOUS DELIVERY, PLEASE DESCRIBE CLEARLY:

Synchronous:

Asynchronous:

Hybrid Course:

Location Offered:

Mode(s) of Delivery:

Technology Required:

OTHER SPECIFIC INFORMATION:

Can this course be repeated for credit? Yes No^X (If no please skip the next two questions)

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

Can students enroll multiple times in term? Yes No

When will this course typically be offered? (Please Check all that Apply)

Fall	X	Alternating
Spring		Irregularly
Summer		

TEXT(s) PLANNED FOR USE: (if more room is needed please attach a separate page)

Dove, Michael R., and Carpenter, Carol, eds. 2008. Environmental Anthropology: A Historical Reader. Blackwell Publishing.

COURSE INSTRUCTOR: (Include name, position and teaching load)

Sam Hanes, Assistant Professor of Anthropology (Geography), four courses per year

Cindy Isenhour, Assistant Professor of Anthropology, four courses per year

DOES THE COURSE ADDITION REQUIRE ADDITIONAL DEPARTMENT OR INSTITUTIONAL FACILITIES, SUPPORT AND/OR RESOURCES, e.g. NEW LAB FACILITIES, COMPUTER SUPPORT AND SERVICES< STAFFING or LIBRARY SUBSCRIPTIONS AND RESOURCES?

X No. The department will not request additional resources for this course, now or in the future, unless the request is accompanied by an explanation of how the increased funding or other support is to be provided.

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

DOES THE CONTENT OF THIS COURSE OVERLAP SIGNIFICANTLY WITH OTHER UNIVERSITY COURSES? IF SO, LIST THE COURSES, EXPLAIN THE OVERLAP, AND JUSTIFY THE NEED FOR THE PROPOSED COURSE

No.

WHAT OTHER DEPARTMENTS/PROGRAMS ARE AFFECTED? HAVE AFFECTED DEPARTMENTS/PROGRAMS BEEN CONSULTED? ANY CONCERNS EXPRESSED? Please Explain.

None.

WILL ANY COURSE(S) BE DROPPED OR OFFERED LESS FREQUENTLY TO ACCOMMODATE THE PROPOSED COURSE IN THE SCHEDULE? IF SO, EXPLAIN.

No.

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? IF YES, PLEASE EXPLAIN:

No.

Section 2

THIS SECTION MUST BE COMPLETED FOR GENERAL EDUCATION APPROVALS:

CHECK ALL AREAS FOR WHICH A COURSE IS PROPOSED* - Max. 2

Quantitative Literacy	
Lab Science	
Science Applications	
Western Cultural Traditions	
Population & Environment	
Cultural Diversity or International Perspectives	
Artistic & Creative Expressions	
Social Context & Institutions	
Ethics	
Writing Intensive	
Capstone Experience	

*For information on General Education descriptions please see: www.umaine.edu/upcc

PLEASE PROVIDE RATIONAL FOR ASSIGNING A GEN ED TO THIS COURSE:

PLEASE EXPLAIN HOW STUDENT LEARNING OUTCOMES FOR THE COURSE AS PRESENTED IN THE COURSE SYLLABUS, ALIGN WITH THE STUDENT LEARNING OUTCOMES FOR THE PROPOSED GENERAL EDUCATION CATEGORY OR CATEGORIES:

FOR EACH AREA PROPOSED, DESCRIBE EVIDENCE OF STUDENT ACHIEVEMENT THAT HAS BEEN AND/OR WILL BE USED TO MEASURE LEARNER OUTCOMES AND DESCRIBE HOW THIS INFORMATION WILL BE USED TO IMPROVE LEARNING. INDICATED WHERE THE SYLLABUS EXPLAINS THESE ASSESSMENT MEASURES FOR STUDENTS:

FOR EACH AREA PROPOSED, DESCRIBE PLANS FOR REVIEWING THE DATA/INFORMATION FROM ASSESSMENT OF STUDENT OUTCOMES AND INDICATED HOW IT WILL BE USED TO IMPROVE LEARNER OUTCOMES AND/OR REVISE COURSE CONTENT AND INSTRUCTION:



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

GRADUATE PROGRAM/UNIT PhD in Anthropology and Environmental Policy / Anthropology

COURSE DESIGNATOR ANT COURSE NUMBER 566 EFFECTIVE SEMESTER Fall 2015

COURSE TITLE Economic Anthropology

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):

- | | | |
|---|--|--|
| <input type="checkbox"/> Designator Change | <input type="checkbox"/> Prerequisite Change | <input type="checkbox"/> Other (specify) _____ |
| <input type="checkbox"/> Number Change | <input type="checkbox"/> Credit Change | |
| <input type="checkbox"/> Title Change | <input type="checkbox"/> Cross Listing (must be at least 400-level) ² | |
| <input type="checkbox"/> Description Change | <input type="checkbox"/> Addition of Electronic Learning Component ¹ | |

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS (Please Print and Sign Name)

DATE

Leader, Initiating Department/Unit(s)

[Signature]

2/5/15

College(s) Curriculum Committee Chair(s)

Laura Artesani Laura Artesani

2/10/15

Dean(s)

Timothy McCall

[Signature]

2/10/15

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

If more writing space is required please staple additional pages to the end of this document

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

Definition of an Undergraduate Student Credit Hour: The University of Maine defines a Student Credit Hour in an undergraduate program as an expectation, on average, of approximately 45 clock hours of student academic engagement per credit hour per course. Student Academic Engagement in a course can take many forms including, but not limited to: class time, testing, reading, writing, studying, discussion group time, laboratory work, internships, practica, practicing, performing or otherwise working on course content. **

PROPOSED CATALOG DESCRIPTION (INCLUDE DESIGNATOR, NUMBER, TITLE, PREREQUISITES, CREDIT HOURS and WHETHER IT MEETS SERVICE LEARNING REQUIREMENTS):

ANT566 Economic Anthropology; 3cr; Prerequisites: Graduate Standing or permission
Comparative study of production, consumption and exchange in selected Western and non-Western societies. Emphasis on factors influencing economic decisions in a variety of social and cultural settings. ANT 466 and ANT 566 cannot both be taken for degree credit.

REASON FOR NEW COURSE (Elective?, Free Elective? Part of Core Curriculum? How will this course be used as part of your department's curriculum?)

This course will serve as an elective in the Ph.D. program in Anthropology and Environmental Policy. This course will meet with an advanced undergraduate course, ANT466-Economic Anthropology. Although the curricular outline of the two courses (ANT466 and the proposed ANT566) is the same, the work load is much more appropriate for a graduate section (heavier reading load, research paper, role in leading discussion, etc.). Our graduate program is small and relatively new, admitting 1-3 new students per year. Consequently, regular access to stand-alone 500-level courses can be difficult in our department, since many would under enroll if offered regularly. With a strength in environmental anthropology, the subject matter of Economic Anthropology (ANT466/566) is a key component of both undergraduate and graduate program curriculum. Creation of the proposed ANT566 that would meet with ANT466 would help to ensure its regular offering and be a more efficient

COMPONENTS (TYPE OF COURSE/USED BY STUDENT RECORDS FOR MaineStreet)

Please check **ONLY ONE** box unless the proposed course will have multiple non-graded components:

Applied Music		Lecture	X
Clinical		Recitation	
Field Experience/Internship		Research	
Independent Study		Seminar	
Laboratory		Studio	
Service-Learning *			

*Refer to documentation on criteria for Service-Learning at: www.umaine.edu/upcc

IF CREATING A NEW DISTANCE LEARNING COURSE USING ANY COMBINATION OF ONSITE, SYNCHRONOUS, or ASYNCHRONOUS DELIVERY, PLEASE DESCRIBE CLEARLY:

Synchronous:

Asynchronous:

Hybrid Course:

Location Offered:

Mode(s) of Delivery:

Technology Required:

OTHER SPECIFIC INFORMATION:

Can this course be repeated for credit? Yes **X** No (If no please skip the next two questions)

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

Can students enroll multiple times in term? Yes No

When will this course typically be offered? (Please Check all that Apply)

Fall	Alternating
Spring	Irregularly X
Summer	

TEXT(s) PLANNED FOR USE: (if more room is needed please attach a separate page)

Besky, Sarah. (2013) The Darjeeling Distinction: Labor and Justice on Fair-Trade tea Plantations in India. U. of Calif. Press.
Carrier, James G. (2005) A Handbook of Economic Anthropology. Edward Elgar Publishing.
Graeber, David (2012) Debt: The First 5,000 Years. Melville House Publishing.
Tice, Karen (1995) Kuna Crafts, Gender and the Global Economy. University of Texas Press.

COURSE INSTRUCTOR: (Include name, position and teaching load)

Dr. Cynthia Isenhour, Assistant Professor of Anthropology, 4 courses per year

DOES THE COURSE ADDITION REQUIRE ADDITIONAL DEPARTMENT OR INSTITUTIONAL FACILITIES, SUPPORT AND/OR RESOURCES, e.g. NEW LAB FACILITIES, COMPUTER SUPPORT AND SERVICES< STAFFING or LIBRARY SUBSCRIPTIONS AND RESOURCES?

X No. The department will not request additional resources for this course, now or in the future, unless the request is accompanied by an explanation of how the increased funding or other support is to be provided.

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

DOES THE CONTENT OF THIS COURSE OVERLAP SIGNIFICANTLY WITH OTHER UNIVERSITY COURSES? IF SO, LIST THE COURSES, EXPLAIN THE OVERLAP, AND JUSTIFY THE NEED FOR THE PROPOSED COURSE

No.

WHAT OTHER DEPARTMENTS/PROGRAMS ARE AFFECTED? HAVE AFFECTED DEPARTMENTS/PROGRAMS BEEN CONSULTED? ANY CONCERNS EXPRESSED? Please Explain.

None

WILL ANY COURSE(S) BE DROPPED OR OFFERED LESS FREQUENTLY TO ACCOMMODATE THE PROPOSED COURSE IN THE SCHEDULE? IF SO, EXPLAIN.

No.

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? IF YES, PLEASE EXPLAIN:

No.

Section 2

THIS SECTION MUST BE COMPLETED FOR GENERAL EDUCATION APPROVALS:

CHECK ALL AREAS FOR WHICH A COURSE IS PROPOSED* - Max. 2

Quantitative Literacy	
Lab Science	
Science Applications	
Western Cultural Traditions	
Population & Environment	
Cultural Diversity or International Perspectives	
Artistic & Creative Expressions	
Social Context & Institutions	
Ethics	
Writing Intensive	
Capstone Experience	

* For information on General Education descriptions please see: www.umaine.edu/upcc

PLEASE PROVIDE RATIONAL FOR ASSIGNING A GEN ED TO THIS COURSE:

PLEASE EXPLAIN HOW STUDENT LEARNING OUTCOMES FOR THE COURSE AS PRESENTED IN THE COURSE SYLLABUS, ALIGN WITH THE STUDENT LEARNING OUTCOMES FOR THE PROPOSED GENERAL EDUCATION CATEGORY OR CATORIES:

FOR EACH AREA PROPOSED, DESCRIBE EVIDENCE OF STUDENT ACHIEVEMENT THAT HAS BEEN AND/OR WILL BE USED TO MEASURE LEARNER OUTCOMES AND DESCRIBE HOW THIS INFORMATION WILL BE USED TO IMPROVE LEARNING. INDICATED WHERE THE SYLLABUS EXPLAINS THESE ASSESSMENT MEASURES FOR STUDENTS:

FOR EACH AREA PROPOSED, DESCRIBE PLANS FOR REVIEWING THE DATA/INFORMATION FROM ASSESSMENT OF STUDENT OUTCOMES AND INDICATED HOW IT WILL BE USED TO IMPROVE LEARNER OUTCOMES AND/OR REVISE COURSE CONTENT AND INSTRUCTION:



RECEIVED
MAR 27 2015
GRADUATE SCHOOL

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
FOR GRADUATE COURSES

GRADUATE PROGRAM/UNIT _____ Earth Sciences
COURSE DESIGNATOR ERS COURSE NUMBER 544 EFFECTIVE SEMESTER Fall'15
COURSE TITLE _____ Glaciology

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
☒ Description Change ☐ Addition of Electronic Learning Component¹

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s) Roger LeB. Hooke <u>Scott Johnson</u>	<u>3/6/15</u>	<u>[Signature]</u>
College(s) Curriculum Committee Chair(s) [if applicable]		
College Dean(s) <u>Edward Ashworth</u>	<u>3/25/15</u>	<u>EA</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 2 (FOR COURSE MODIFICATIONS):

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

ERS 544 Glaciology

A study of the dynamics of ice sheets including creep deformation of ice and the interaction between a glacier and its bed, numerical methods for modeling advance and retreat of ice sheets during times of climatic change, glacial erosion and deposition. Lec. 3.

Prerequisites: MAT 127, COS 210 or COS 220 or permission.

Credits: 3

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

ERS 544 Glaciology

A study of the dynamics of ice sheets including mass balance, flow of a crystalline material, temperature distribution in an ice sheet, processes at a glacier bed, principles of stress and deformation, and response to climate change. Emphasis on the origin of glacial landforms. Possible weekend field trip.

Prerequisites: MAT 258 or MAT 259 or permission.

Credits: 2

Reason for course modification:

New instructor

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination

Please return the completed form with appropriate signatures and documentation to the Graduate School.
5775 Stodder Hall, Room 42
Orono, Maine 04469-5775

Course Proposal Guidelines available at <http://umaine.edu/graduate/system/files/files/CourseGuidelines.pdf>



RECEIVED
MAR 27 2015
GRADUATE SCHOOL

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
FOR GRADUATE COURSES

GRADUATE PROGRAM/UNIT Earth Sciences
COURSE DESIGNATOR ERS COURSE NUMBER 552 EFFECTIVE SEMESTER Fall'15
COURSE TITLE Geomorphology

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
☒ Description Change ☐ Addition of Electronic Learning Component¹

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS (Print name)

Date

Sign Initials

Leader, Initiating Department/Unit(s)

~~Roger LeB. Hooke~~

Scott Johnson

3/6/15

[Signature]

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

College Dean(s)

EN Ashworth

3/25/15

EMD

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 2 (FOR COURSE MODIFICATIONS):

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

ERS 552 Geomorphology

Emphasis on physical geomorphic processes and how these processes control landform development and evolution. Topics include drainage networks, rivers, slopes, shore processes, weathering, soils, mass movement, glacial landforms, arid region landforms and climate change.

Prerequisites: ERS 315 or ERS 324 or permission.

Course Typically Offered: Fall

Credits: 2-3

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

ERS 552 Geomorphology

Emphasis on physical geomorphic processes and how these processes control landform development and evolution. Topics include drainage networks, rivers, slopes, weathering, soils, mass movement, glacial landforms, arid region landforms and climate change. Weekend or weekday field trips likely.

Prerequisites: ERS 315 or ERS 316 or permission.

Course Typically Offered: Fall

Credits: 2-3

Reason for course modification:

Update description and prerequisites

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination

Please return the completed form with appropriate signatures and documentation to the Graduate School.
5775 Stodder Hall, Room 42
Orono, Maine 04469-5775

Course Proposal Guidelines available at <http://umaine.edu/graduate/system/files/files/CourseGuidelines.pdf>



RECEIVED
MAR 24 2015
GRADUATE SCHOOL

NEW COURSE PROPOSAL FORM FOR GRADUATE COURSES

GRADUATE PROGRAM/UNIT Spatial Information Science and Engineering
COURSE DESIGNATOR SIE COURSE NUMBER 558 EFFECTIVE SEMESTER Fall 2015
COURSE TITLE Real-time Sensor Data Streams

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
☐ Description Change ☐ Addition of Electronic Learning Component¹

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS (Print name)

Date

Sign Initials

Leader, Initiating Department/Unit(s)

Max Egenhofer

2/24/15

[Signature]

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

Laura Artusani

3/17/15

EA

College Dean(s)

Timothy M. Cole

3/23/15

True

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 2: PROPOSED COURSE INFORMATION

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

This course is an introduction into the technology of sensor data stream management. This data management technology is driven by computing through sensors and other smart devices that are embedded in the environment and attached to the internet, constantly streaming sensed information. With streams everywhere, Data Stream Engines (DSE) have emerged aiming to provide generic software technology similar to that of database systems for analyzing streaming data with simple queries in real-time. Sensor streams are ultimately stored in databases and analyzed using scalable cloud technologies.

Prerequisite: Graduate standing, programming experience in Java, C++, or C, or permission of the instructor. Cr 3.

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

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

Text(s) planned for use:

Real-Time Analytics: Techniques to Analyze and Visualize Streaming Data, Bryon Ellis, Wiley 2014

Data Stream Management, Lukasz Golab, M. Tamer Ozsu, Morgan & Claypool Publishers (2010)

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

Silvia Nittel, School of Computing and Information Science

Reason for new course:

Data management has advanced to support real-time analysis of massive data sources such as financial data streams or data produced by massive numbers of realtime sensors. This course makes students familiar with state of the art data management technology to support such new applications and requirements.

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?

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

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

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

N/A

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

SECTION 2 (FOR COURSE MODIFICATIONS):

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

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

Reason for course modification:

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination



THE UNIVERSITY OF
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GRADUATE SCHOOL

NEW COURSE PROPOSAL FORM FOR GRADUATE COURSES

GRADUATE PROGRAM/UNIT Spatial Information Science and Engineering
COURSE DESIGNATOR SIE COURSE NUMBER 559 EFFECTIVE SEMESTER Fall 2015
COURSE TITLE Geosensor Networks

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
☐ Description Change ☐ Addition of Electronic Learning Component¹

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS (Print name)

Date

Sign Initials

Leader, Initiating Department/Unit(s)

Max Egenhofer

2/24/15

ME

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

Laura Artesani

3/17/15

LA

College Dean(s)

Timothy W. Cole

3/23/15

TWC

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):

Readily available technology of ubiquitous wireless communication networks, the miniaturization of computing and storage platforms as well as the development of novel microsensors and sensor materials has lead to the technology of wireless geosensor networks (GSN). Geosensor networks have changed the type of dynamic environmental phenomena that can be detected, monitored and reacted to, often in real-time. In this course, we will survey the field of wireless geosensor networks, and explore the state of the art in technology and algorithms to achieve energy-efficient, robust and decentralized spatial computing.

Prerequisite: Graduate standing, programming experience in Java, C++, or C, or permission of the instructor. Cr 3.

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

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

Text(s) planned for use:

Wireless Sensor Networks: An Information Processing Approach, Feng Zhao, Leonidas Guibas, Morgan Kaufmann

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

Silvia Nittel, School of Computing and Information Science

Reason for new course:

Geosensor networks are a relevant, novel technology that allow scientists to observe environmental phenomena through spatially dense, and temporally high frequency updating sensors using small, light, and inexpensive sensor nodes that are wirelessly connected to a base station and the internet.

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?

☒ **X No.** The department will not request additional resources for this course.

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

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

N/A

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

SECTION 2 (FOR COURSE MODIFICATIONS):

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

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

Reason for course modification:

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination



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GRADUATE SCHOOL

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

GRADUATE PROGRAM/UNIT

Forest Resources

COURSE DESIGNATOR

SFR

COURSE NUMBER

504

EFFECTIVE SEMESTER

Fall 2015

COURSE TITLE

Rural Communities: Theory and Practice

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

☐ Description Change

☐ Addition of Electronic Learning Component¹

ELIMINATION:

☐ Course Elimination

ENDORSEMENTS (Print name)

Date

Sign Initials

Leader, Initiating Department/Unit(s)

STEPHEN SHALER

25 March, 2015

[Signature]

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

M. Day SFR Graduate Coordinator

3/25/2015

[Signature]

College Dean(s)

Edward Ashworth

3/26/15

[Signature]

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):

SFR 504 Rural Communities: Theory and Practice

Analysis of rural communities and development practices using economic and sociological frameworks. Rural communities in Maine are examined. Field trips required. Lec 4. Cr. 4.
Prerequisites: Graduate standing or instructor permission.

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

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

Text(s) planned for use:

Readings will be made available to students throughout the course or are available online.

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

Jessica Leahy, Associate Professor, 50% Teaching Load, 50% Responsibility for SFR504
Mindy Crandall, Assistant Professor, 40% Teaching Load, 50% Responsibility for SFR504

Reason for new course:

The course is targeted at the needs of applied social science graduate students in the natural resource sciences, including Forest Resources, Economics, Ecology and Environmental Sciences, etc. It does not replace other courses in the program. It meets the needs of the two instructors to teach a grad level course. It is not a package of interrelated courses. The course will not be required for graduate students, but encouraged and advertised to those in applied social sciences. The course will be offered in alternate years in fall of odd years. The expected enrollment is 8-12 graduate students.

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

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

N/A

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

No other departments or programs will be affected, other than to provide additional course opportunities to applied social science graduate students in the natural resources sciences. For instance, when Leahy taught this as an special problems course in Fall 2013, students came from Forest Resources, Ecology & Environmental Sciences and Marine Sciences.

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

This course will be offered in alternate years in fall of odd years. The course will be a part of the assigned teaching loads for Leahy & Crandall.

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GRADUATE SCHOOL



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

GRADUATE PROGRAM/UNIT

School of Forest Resources

COURSE DESIGNATOR

SFR

COURSE NUMBER

690

EFFECTIVE SEMESTER

Summer 2015

COURSE TITLE

Master of Forestry Project

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

☐ Description Change

☐ Addition of Electronic Learning Component¹

ELIMINATION:

☐ Course Elimination

ENDORSEMENTS (Print name)

Date

Sign Initials

Leader, Initiating Department/Unit(s)

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

M. Day, SFR Graduate Coordinator

3/27/15

College Dean(s)

9N Blworth

3/25/15

SNR

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 2 (FOR COURSE MODIFICATIONS):

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

SFR 690 Master of Forestry Project. Independent study on a topic approved by the student's Advisory Committee. Credits 3.

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

SFR 690 Master of Forestry Project. Independent study on a topic approved by the student's Advisory Committee. Credits 1-3. May be repeated for graduate credit.

Reason for course **modification**:

The change from fixed 3 credits to variable will permit MF students to receive a per-semester grade that reflects the work applied to their MF project. This change was precipitated by several students that, after completing all coursework, accomplished their field studies during the summer, but were given an incomplete grade as they failed to finish their reports until the following semester. This change will allow them to take a single credit of SFR 690 in the fall semester for December graduation, in compliance with the Graduate School policy requiring registration for at least 1 credit in the student's final semester.

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for **Elimination**

Please return the completed form with appropriate signatures and documentation to the Graduate School.
5775 Stodder Hall, Room 42
Orono, Maine 04469-5775

Course Proposal Guidelines available at <http://umaine.edu/graduate/system/files/files/CourseGuidelines.pdf>



March 24, 2015

To: Edward Ashworth, Dean
College of Natural Sciences, Forestry and Agriculture

Carol Kim, Vice President for Research & Dean of the Graduate School
The Graduate School

Monique LaRocque, Associate Provost for the Division of Lifelong Learning

From: Nancy Fishwick, Director & Associate Professor, School of Nursing

Len Kaye, Director of the Center on Aging & Professor of Social Work

Gail Werrbach, Director & Associate Professor, School of Social Work

Re: Proposal for revision of the Program of Study for the Interprofessional Graduate Certificate
Program in Gerontology

The co-leaders of the UMaine Interprofessional Graduate Certificate Program in Gerontology recommend modification of this 12-credit program of study as a pragmatic solution to a pattern of low enrollment in GRN 503 and GRN 504:

1. Drop GRN 504 Integrative Seminar in Gerontology which is the 1-credit final course in the 12-credit program
2. Increase GRN 503 Health Policy Issues for an Aging Population from 2 credits to 3 credits

This will keep 12 credits in the program.

Rationale:

1. Eliminate GRN 504 Integrative Seminar in Gerontology (1 credit)

Although our initial plan to have a "synthesis" learning experience in gerontology, to be co-taught by Len Kaye and Nancy Fishwick, was a reasonable way to conclude the 12 credit program, we now realize that the matriculated students are going to be taking courses at their own pace (unpredictably) rather than progressing through the courses as a cohort. Only 2 students needed GRN 504 in the Fall 2014 and 3 students needed the course in the Spring 2015 to complete the Certificate Program; those students enrolled for 1-credit SWK Independent Studies with Len Kaye in lieu of GRN 504 so they could complete the Certificate program. Enrollment cannot be bolstered by graduate students looking for elective courses because a 1-credit course does not meet their academic needs.

A Course Elimination Form (GRN 504) accompanies this proposal.

2. Increase the credits of GRN 503 Health Policy Issues for an Aging Population from 2 credits to 3 credits.

Enrollment in GRN 503 Health Policy Issues for an Aging Population was unexpectedly low in its first offering Fall 2014. We now realize that a 2-credit course is not attractive for graduate students in various majors who need a 3-credit elective course.

A Course Modification Form (GRN 503) accompanies this proposal.

Enrollment in GRN 500, 501, and 502 has remained strong (13-19). Enrollment consists of students who are matriculated in (or are applying to) the Certificate program plus graduate students from several majors at UMaine (counseling, SW, nursing, FSHN, CSD, psychology), graduate nursing students from USM, and working professionals who prefer to take 1 or 2 courses rather than the entire 12-credit Certificate program.

	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015 as of 3.24.15
GRN 500	14			19		
GRN 501		13			17	
GRN 502			16			17
GRN 503	5			5		
SWK 597 in lieu of GRN 504				2	3	

Existing Program of Study

GRN 500 Opportunities and Challenges of Aging, 3 cr.
GRN 501 Life Transitions and Health in Aging, 3 cr.
GRN 502: Interventions for Care of Older Adults in Diverse Settings, 3 cr.
GRN 503: Health Policy Issues of an Aging Population, 2 cr.
GRN 504: Integrative Seminar in Gerontology, 1 cr.

Proposed Program of Study

GRN 500 Opportunities and Challenges of Aging, 3 cr.
GRN 501 Life Transitions and Health in Aging, 3 cr.
GRN 502: Interprofessional Care of Older Adults in Diverse Settings, 3 cr.
(Proposed title revision is under review by the Graduate School Curriculum Committee)
GRN 503: Health Policy Issues of an Aging Population, 3 cr.

Thank you for your consideration of this proposal.



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

GRADUATE PROGRAM/UNIT Interprofessional Graduate Certificate in Gerontology

COURSE DESIGNATOR GRN COURSE NUMBER 503 EFFECTIVE SEMESTER Fall 2015

COURSE TITLE Health Policy Issues of an Aging Population

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
☐ Description Change ☐ Addition of Electronic Learning Component¹

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS (Print name)

Date

Sign Initials

Leader, Initiating Department/Unit(s)

Lenard W. Kaye

4/3/15

[Signature]

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

College Dean(s)

EN Ashworth

4/6/15

EA

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):

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):

GRN 503 (Health Policy Issues of an Aging Population (2 credit hours)
Prerequisite - GRN 500 (Opportunities and Challenges of Aging)

This course focuses on the social, economic, and health challenges confronting our society with regard to the aging of the population from policy and program planning perspectives. Students will examine and critically analyze current social and health care policies and trends and resultant service delivery systems as they impact families generally, and older adults specifically. This course will consider the historical context out of which the current aging infrastructure has evolved. An appreciation for the role policy plays in enacting health care practice and the reciprocal role that health care practice plays in informing policy will be major points of emphasis. Policies to be considered that impact on older adults and their families include but are not limited to the Older Americans Act, Medicare, Medicaid, OASDI (i.e., Social Security), the Age Discrimination in Employment Act, and the Affordable Health Care Act. These policies will be examined in the context of a scarce resource environment, special interest group politics, and matters of equity, social justice, and fairness. Learning will underscore the importance of student competencies in promoting the effective and humane operating of health and human service systems that provide resources and care to older people and their families as well as contributing to the development and improvement of social and health policies that support persons throughout the life span.

This course partially satisfies the requirements for obtaining the University of Maine's Interprofessional Graduate Certificate in Gerontology.

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

GRN 503 (Health Policy Issues of an Aging Population (3 credit hours)
Prerequisite - GRN 500 (Opportunities and Challenges of Aging)

This course focuses on the social, economic, and health challenges confronting our society with regard to the aging of the population from policy and program planning perspectives. Students will examine and critically analyze current social and health care policies and trends and resultant service delivery systems as they impact families generally, and older adults specifically. This course will consider the historical context out of which the current aging infrastructure has evolved. An appreciation for the role policy plays in enacting health care practice and the reciprocal role that health care practice plays in informing policy will be major points of emphasis. Policies to be considered that impact on older adults and their families include but are not limited to the Older Americans Act, Medicare, Medicaid, QASDHI (i.e., Social Security), the Age Discrimination in Employment Act, and the Affordable Health Care Act. These policies will be examined in the context of a scarce resource environment, special interest group politics, and matters of equity, social justice, and fairness. Learning will underscore the importance of student competencies in promoting the effective and humane operating of health and human service systems that provide resources and care to older people and their families as well as contributing to the development and improvement of social and health policies that support persons throughout the life span.

This course partially satisfies the requirements for obtaining the University of Maine's Interprofessional Graduate Certificate in Gerontology.

Reason for course modification:

It is proposed that GRN 503 increase its credit hours from 2 to 3 in order to put it on par with the other three major required courses in the certificate sequence (GRN 500, 501, and 502). Concurrently, we propose to eliminate the 1 credit Integrative Seminar (GRN 504). The number of required credits for completion of the certificate will therefore remain unchanged (12) as will the substantive content and overall objectives of the certificate. This will enable the certificate program to be completed in one year by those who wish to do so and will equalize the appeal of all the courses in the sequence in terms of credits earned at the same time that it improves the ability of practitioners and students alike to integrate the courses in the sequence into their schedules.

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination

Please return the completed form with appropriate signatures and documentation to the Graduate School.
5775 Stodder Hall, Room 42
Orono, Maine 04469-5775

Course Proposal Guidelines available at <http://umaine.edu/graduate/system/files/files/CourseGuidelines.pdf>



NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

GRADUATE PROGRAM/UNIT Interprofessional Graduate Certificate Program in Gerontology

COURSE DESIGNATOR GRN COURSE NUMBER 504 EFFECTIVE SEMESTER Fall 2015

COURSE TITLE Integrative Seminar in Gerontology

REQUESTED ACTION:

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

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

- ☐ New Course
- ☐ New Course with Electronic Learning ¹
- ☐ 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
- ☐ Description Change ☐ Addition of Electronic Learning Component ¹

ELIMINATION:

- ☒ Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s)	3/3/15	NJF
Nancy Fishwick, SON; Gail Werrbach, SSW		
Lenard W. Kane, SSW		
College(s) Curriculum Committee Chair(s) [if applicable]		
E. Nashworth	4/8/15	EN
College Dean(s)		
Edward Ashworth		
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):

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):

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

Reason for course modification:

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination

Low enrollment in the final 1-credit course in the 12-credit program of study. Low enrollment is due to the fact that Certificate students are progressing through the program at their own pace (and unpredictably) rather than as a cohort, so only 2-3 students per semester need the final course. Enrollment cannot be bolstered by graduate students looking for elective courses because a 1-credit course does not meet their academic needs. GRN 503 will be increased from 2-credits to 3-credits, which keeps the overall Certificate program at 12 credits.

Please return the completed form with appropriate signatures and documentation to the Graduate School.
5775 Stodder Hall, Room 42
Orono, Maine 04469-5775

Course Proposal Guidelines available at <http://umaine.edu/graduate/system/files/files/CourseGuidelines.pdf>