



## CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on November 6<sup>th</sup> and recommends the following courses to the Graduate Board for approval at its November 20, 2014 meeting.

### *New Courses:*

GRN 504	Integrative Seminar in Gerontology
SMS 544	Oceanography and Natural History of the Gulf of Maine

### *Modifications:*

EAD 690	Principal Internship
EAD 691	Internship in Educational Leadership
ERL 547	Seminar in Mentoring
ERL 548	Advanced Institute in Teacher Leadership

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

GRADUATE PROGRAM/UNIT Interprofessional Graduate Certificate Program in Gerontology

CURRENT COURSE DESIGNATOR GRN CURRENT COURSE NUMBER 504

EFFECTIVE SEMESTER Spring 2015

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<sup>1</sup> to an existing course.

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

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

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

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

**ELIMINATION:**

- ☐ Course Elimination

**ENDORSEMENTS (Print name)**

**Date**

**Sign Initials**

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

Lenard W. Kaye

10/7/14

Lenard W. Kaye

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

Edward Ashworth

10/8/14

EAS

**College Dean(s)**

Edward Ashworth

10/21/14

Edward Ashworth

**Dean and Associate Provost for Graduate Studies**

David Neivandt

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

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

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

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

GRN 504 (On-line) Integrative Seminar in Gerontology (1 credit) Prerequisites: GRN 500, 501, 502, and 503

In this course, students will have the opportunity to design and carry out an independent capstone project that will integrate the key principles, theories, and concepts learned throughout the Interprofessional Graduate Certificate in Gerontology program. Students will assess and evaluate their own learning needs and develop a project that will expand upon their prior academic and professional background. Learning achieved during the certificate program will be reflected upon and evaluated in a final semester paper and portfolio.

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

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

Text(s) planned for use:

No texts are required for this course.

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

Lenard W. Kaye, D.S.W., Ph.D., Professor, School of Social Work and Director, Center on Aging  
Teaching load: 3-4 courses a year

Reason for new course:

This is the designated fifth, and final required course, in the approved University of Maine Interprofessional Graduate Certificate in Gerontology.

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

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

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

No other departments/programs are affected.

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

This course will be offered at least once each academic year and may be offered twice each academic year depending on student interest. Offering this course may result in overload salary payments through CED to the instructor of this course.

**University of Maine**  
**Interprofessional Certificate in Gerontology**  
**GRN 504: Integrative Seminar**  
**Spring 2015**  
**(1 credit - Online)**

Lenard W. Kaye, D.S.W., Ph.D.  
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Office Address:  
UMaine Center on Aging  
25 Texas Avenue (Camden Hall, 3rd floor)  
Bangor, ME 04401

**Electronic Learning**

**Course Infrastructure & Access:** This class will be taught using streaming video podcasts. A high speed internet connection is required. A list of University of Maine System sites with free computer access will be provided on request. All assignments will be completed and submitted in the online dropbox for the week in which the assignment is due. Only the faculty instructor has access to the assignment dropboxes. Discussion (Community Forum) submissions will be submitted directly to the appropriate weekly discussion board on the First Class conference course site.

**Computer Literacy Requirements:** Basic computer skills are required. Students will need reliable access to a computer. In addition, students must know how to turn the computer on and reboot when necessary, how to use the Internet, and how to access First Class. Students are required to send and retrieve e-mail messages and send attachments via e-mail. Course information will be transmitted using the First Class conference course site.

**Hardware, Software and Bandwidth Requirements:** You will need reliable access to a reasonably fast computer (i.e. one purchased or upgraded within the last 2 to 3 years), software programs that provide access to the Internet and First Class, and an Internet connection at 300K broadband speed or higher allowing you to view any video streaming podcasts that may be posted for this course.

**Course Location:** The course is offered online through First Class. The course website is:  
<http://www.courses.maine.edu>

**Contact information for Technical Support:** If you have any problem with accessing video materials, please call tech support @ 1-877-947-HELP or email [cedtechhelp@umit.maine.edu](mailto:cedtechhelp@umit.maine.edu) for assistance.

**Importance of Time Management:** Unlike courses that meet in an on-campus lecture hall or laboratory, this online course offers you flexibility on the time of day and day of the week that you complete assignments and respond to Community Forum topics. For these reasons, good time management skills are particularly important.

### **Course Description**

In this course, students will have the opportunity to design and carry out an independent capstone project that will integrate the key principles, theories, and concepts learned throughout the Interprofessional Graduate Certificate in Gerontology program. Students will assess and evaluate their own learning needs and develop a project that will expand upon their prior academic and professional background. Learning achieved during the certificate program will be reflected upon and evaluated in a final semester paper and portfolio.

### **Course Learning Objectives**

Upon completing this course, students will be able to:

- Design and successfully carry out a project with older adults that utilizes knowledge of one's own skills and learning needs, as well as knowledge of the needs and/or interests of older adults;
- Demonstrate an ability to apply gerontological theories, principles, and use accepted or evidence-based practices in work with older adults;
- Articulate and document learning achieved during the semester and throughout the certificate program.

### **Required Readings**

There will be very few assigned readings for this course. All required readings will be found on the First Class conference desktop icon labeled – GRN504 (Kaye). Readings for a given week will be found in that week's folder.

## **Course Outline**

### **Week (1) - 1/12/15**

Brainstorm ideas for your capstone project.

Readings: TBN – Addressing tips and strategies for planning a project,  
Creative thinking, learning self-assessment, brainstorming

Discussion Board: Introduce yourself on the discussion board.

**Week (2) - 1/19/15**

**Readings:** TBN – Addressing developing a plan, Setting goals and project timelines (planning what you will do by when)

**Discussion Board:** Share your project idea(s) and ask classmates questions about their ideas to help one another solidify plans for your projects.

**Week (3) - 1/26/15**

Submit project proposal to the assignment Dropbox by 2/1/15 by 11:59pm.

**Discussion Board:** Share with classmates the project you will be doing (you can share the project proposal you turned in to the assignment dropbox, or just write a few brief sentences to describe what you will be doing).

**Week (4) - 2/2/15**

**Readings:** TBN – Addressing implementing a project, barriers to independent projects

**Discussion Board:** Share an article, document, website, key points from a conversation with someone, or other resource that you have utilized during the course of your project. In a few sentences, explain how this resource has benefited your project or informed your learning.

*Begin project implementation upon receiving approval email.*

**Week (5) - 2/9/15**

Begin or continue project activities.

**Week (6) - 2/16/15**

Continue with project activities.

**Week (7) - 2/23/15**

Update your classmates on the progress of your project with a brief paragraph about your success and challenges thus far, how you have handled them, and any changes to your project that you have made as a result.

**Week (8) - 3/2/15 Spring Break week****Week (9) - 3/9/15 Spring Break week**

**Week (10) - 3/16/15**

Continue with project activities.

**Week (11) - 3/23/15**

Continue with project activities.

**Discussion Board:** Share an article, document, website, key points from a conversation with someone, or other resource that you have utilized during the course of your project. In a few sentences, explain how this resource has benefited your project or informed your learning.

**Week (12) - 3/30/15**

Continue with project activities.

**Week (13) - 4/6/15**

Continue with project activities. Send an email to Professor Kaye indicating the format you have chosen to submit your final paper and portfolio (see possible options in the description for Assignment #3).

**Week (14) - 4/13/15**

Finish project activities.

**Week (15) - 4/20/15**

**Discussion Board:** In a few sentences or a short paragraph, describe to classmates how your project has been completed and what you have accomplished.

**Week (16) - 4/27/15**

Submission of final paper and portfolio by Sunday night, 5/3/15 by 11:59pm.

**The requirements of the course are:**

1. Completion of assigned readings during the period assigned.
2. Participation in online class discussion of readings and assignments in the period assigned that reflect thoughtful and respectful contributions both in the form of questions and responses. (If there are occasions when the student will not be able to participate in online discussion because of illness or other personal demands, the student is to notify the instructor).
3. Completion of written assignments in the period assigned and deposit of student assignments in the dropbox for the week in which that assignment is due. Written assignments will show evidence of:

- Systematic analysis (applying and integrating theoretical perspectives into the assessment of geriatric practice).
- Being well organized with proper adherence to the rules of grammar, spelling, and punctuation.
- Appropriate citations and use of references. Unless otherwise noted, *assignments require a reference list and citations in APA 6th edition format*. A full copy of the APA style manual is in the Fogler Library. Summaries of APA style are also available on the internet. Students may also consult professional and scholarly journals that adhere to APA style requirements.
- The use of inclusive and person-first language and adherence to other rules related to writing.
- The use of word processing programs for written work.
- Delivery on the assigned date in the designated dropbox. Students who have serious personal circumstances that affect their ability to meet the assigned date may request an extension.

\*Assignment dates and the schedule for required readings as detailed in this syllabus are subject to change at the discretion of the instructor. Any changes will be based on the instructor's judgment of how best to ensure the progress of the class in meeting the course objectives.

### **Grading and Course Assignments**

In this course, each student will be designing and carrying out a capstone project of their choosing. Suggestions for projects are offered in this syllabus; however, students are given discretion to create a project that meets their own learning needs based on prior academic and professional experiences, and one that utilizes the resources, facilities, and networks that are readily available to them.

<u>Assignments</u>	<u>Due Date</u>	<u>% of Grade</u>
Participation in the discussion board	Throughout the semester	30%
#1 - Description of your capstone project	Week 3 - 2/1/15 by 11:59pm	10%
#2 - Completion of the capstone project	Week 14	30%
#3 - Final paper and portfolio	Week 16 - 5/3/15 by 11:59pm	30%

Total 100%

Plus/Minus grading may be used in issuing assignment and final grades.

### **Request for Incomplete**

A request for an incomplete grade will be considered if the student is experiencing serious illness or other life stresses that interfere significantly with meeting course requirements and he or she has completed at least two thirds of the course work satisfactorily. Written request for an incomplete is required.

### **Academic Integrity**

Academic dishonesty includes cheating, plagiarism and all forms of misrepresentation in academic work, and is unacceptable at The University of Maine. As indicated in the



University of Maine's online "Student Handbook," plagiarism (the submission of another's work without appropriate attribution) and cheating are violations of The University of Maine Student Conduct Code. An instructor who has probable cause or reason to believe a student has cheated may act upon such evidence, and should report the case to the supervising faculty member or the Department Chair for appropriate action.

**Disabilities (ADA) Statement**

Students with disabilities who may need services or accommodations to fully participate in this class should contact Ann Smith, Director of Disability Services in 121 East Annex,(voice) 581-2319, (TTY) 581-2325 as early as possible in the semester.

**Class Disruption**

In the event of an extended disruption of normal course 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.

**Assignment #1**  
**Description of Capstone Project**

The description of your capstone project may be brief, but should include the following:

1. Your project idea: What will you do? What population will you be working with? Why is this project of interest to you? What steps will you take to carry out the project and what will your timeline be? Who might you need to contact or coordinate with to carry out your project? Are there any barriers or difficulties that you can anticipate, and how will you work around them?
2. Your goal or end result for the project. How will you know when your project has been completed? What event, product, paper, or result will there be when you are finished?
3. How will this project meet your own learning needs based on your prior academic and professional experiences? How will this project expand upon your current knowledge and contribute to your achievement of the competencies of the certificate program? (Competencies are listed at the bottom of the syllabus).

**Assignment #2**  
**The Capstone Project**

Choose from the ideas below or develop your own. All capstone projects should reflect the core principles of the Interprofessional Graduate Certificate in Gerontology program (listed at the end of the syllabus) and an understanding of the needs and/or interests of older adults. Projects can be designed to utilize the resources, facilities, and networks that are readily available to you; however, they should not consist of activities or functions that you already perform in another role (such as at your job or an internship).

1. Design and deliver a professional workshop on a relevant topic for older adults, caregivers, or a population that works with (or for) older adults (i.e. nursing home staff, social workers) or a population that should know more about older adults (i.e. legislators, town office staff, college student group, etc.).

Guidelines: Ideally the workshop should be open to anyone in the population you are targeting. Do not limit your audience to people you are already familiar with. For example, if you work in a nursing home, and your workshop is designed for nursing home staff, advertise your workshop to a number of different nursing homes in the area, or those outside of your area, or advertise in such a way as to gain participants from a variety of locales. Extend yourself beyond your comfort zone!

2. Volunteer at a place where older adults congregate, reside, work or volunteer in large numbers, or are served (i.e. senior center, assisted living or nursing facility, meals-on-wheels, an area agency on aging, social service agency, etc.).

Guidelines: Make advance arrangements for your volunteer work so you, the agency, and/or older adults, and professor, are aware of your plans. You should plan to volunteer for 6-8 hours or more, and space out your volunteer hours over the course of the semester (i.e. one hour each week) rather than try to fulfill them all at once. It is recommended to make notes or keep a journal each week to document your thoughts, experiences, and learning, which will assist you in writing in the final paper. Consider taking photographs of your experience (discuss using a photo release with Professor Kaye before taking photos of others).

3. Write an Op-Ed or Letter to the Editor and submit it to a major newspaper on a topic of your choice, or write and submit an article for another publication such as a magazine or online forum where your topic will be relevant.

Guidelines: Follow standard submission guidelines for the newspaper, magazine, or other venue you choose, and include a copy of the guidelines with your project proposal. As needed, review prior issues of a publication or make contact with a representative of the publication or other knowledgeable person to ensure the relevance of your topic and increase the likelihood of acceptance of your submission. Follow the publication's guidelines about how and when to make contact with them.

4. Testify at the State House in Augusta on a specific legislative issue, or assist an older adult in writing and presenting their own testimony to the legislature (or both). Consider also contacting your local representative to discuss your issue of interest. For older adults who may not be able to travel, testimony can be hand-delivered by another person (such as by you) or mailed in advance of the hearing date, and hearings can be listened to online in real time.

Guidelines: If you choose to assist an older adult with their testimony, this person should not be a family member. This project requires: a) reviewing the proposed bills for the upcoming legislative session (the "Preliminary List of Working Bill Titles" is usually available by the end of January at <http://www.maine.gov/legis/> - click on "Publications", then on "Legislative Information Publications"); b) choosing a bill that interests you and/or the older adult you are working with; and c) following the bill so you are aware of when the hearing is to be scheduled. If you are unfamiliar with the legislative process, there will be a few materials posted to the course conference; however, you will be

expected to find the resources, contacts, and information necessary to carry out the project.

### **Assignment #3 Final Paper and Portfolio**

Write a final paper approximately 3-4 pages in length (no more than 5 pages max) reflecting on your capstone project and the learning you accomplished in the certificate program.

The paper should:

- Briefly summarize your capstone project
- Discuss your successes and challenges (and how you overcame them, or not)
- Describe what you learned, and how your project enabled you to meet the specific competencies of the certificate program
- Explain how your project contributed to your overall learning in the field of gerontology
- Reflect on and evaluate your experience in the certificate program. Some questions you may consider are: What did you learn that you didn't know before? How will your learning benefit you and the older adults you work with? What will you be able to do now in your career or life as a result of completing this program? Is there anything you hoped to learn in the program that you didn't? If so, how will you go about pursuing that learning? What types of continuing education will you need in the future to help you in your intended field of work, and what is your plan for achieving that learning?
- Show evidence of your ability to integrate and apply various gerontological theories and the guiding principles of the certificate program in your thinking, writing, and your work with older adults.

The final paper will be submitted along with a portfolio of your work in the certificate program and in the field of gerontology. Each student's portfolio will be slightly different, and should include the following elements (as applicable):

- **Your final paper (Required)**
- **Finished products from your capstone project (Required).** Examples are:
  - a workshop flyer or advertisement for your workshop
  - DVD of the workshop (if recorded)
  - copy of a PowerPoint presentation
  - reflective journal entries from volunteer work
  - photographs or video
  - copy of the newspaper or magazine article you wrote (include clipping or web link if published)
  - copy of the "LR" (Legislative Request) showing the description of the proposed legislation you worked on
  - copy of your testimony (or testimony of the older adult you worked with), and documents showing the final outcome of the bill, etc.

You may include any additional materials you feel are a relevant part of your capstone project.

- Two or more assignments from prior courses in the certificate program that show evidence of meeting the program competencies, or those that you are especially proud of **(Required)**
- Geriatric assessments you learned about and may use in your future work **(Optional)**
- Articles that had an impact on your learning (or list books in APA format) **(Optional)**
- Documentation of continuing education that you have already completed in the field of gerontology **(Optional)**
- A list (or flyer, ad, course description, etc.) of any continuing education opportunities that you will be looking for in the future (showing reflection of your unmet or ongoing learning needs) **(Optional)**
- Any other materials you believe would contribute to a well-rounded portfolio of your accomplishments in the field of gerontology.

Portfolios can be submitted in print format in a 3-ring binder or folder, or on a DVD and mailed to the professor by the due date, or can be organized electronically in Dropbox ([www.dropbox.com](http://www.dropbox.com)) and submitted via email with a link to the folder, or can be submitted in another format with approval from the professor. By week 13, students should select the format in which they will submit their portfolio and notify the professor accordingly.

**Competencies for the UMaine Interprofessional Graduate  
Certificate Program in Gerontology**

Upon completion of the Interprofessional Certificate Program in Gerontology, the graduate will:

1. Demonstrate knowledge of social, behavioral, cultural, and health-related issues experienced by the growing population of older adults and their caregivers.
2. Promote health, functionality, and quality of life of older adults through education of individuals and families and through appropriate referrals to service providers.
3. Incorporate ethical principles in the provision of services for older adults and their caregivers.
4. Incorporate evidence-based strategies in assessing health and service needs and in designing care management plans for older adults and caregivers.
5. Demonstrate understanding of an interprofessional team approach for efficient, innovative, and effective service delivery.
6. Advocate for improved health and human services for older adults and their caregivers, grounded in knowledge of aging-related health policy and effective programs.

**Guiding Principles of the Interprofessional Certificate in Gerontology**

- Focus on the opportunities and challenges of aging and in working with older adults and their caregivers.
- Maintain a balance between wellness and illness (not skewed toward infirmity).
- Appreciate diversity in the aging population in terms of age, race, gender, sexuality, culture/ethnicity, abilities, and differences in life experiences.
- Emphasize ethical principles in the care of older adults and their caregivers.
- Demonstrate interdisciplinary team approaches to meet the needs of older adults and caregivers.
- Recognize similarities and differences in gerontological practice in rural versus urban communities.
- Enhance cross-generational learning between inexperienced students and those who have professional experience in care of older adults (enrollment will include current graduate students combined with seasoned practitioners).
- Acknowledge the strengths and assets that the older adult brings to their relationships with others (i.e., untapped resources, strengths, skills, wisdom).
- Include the voices and the lived experiences of older adults and caregivers in the learning experience.

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

GRADUATE PROGRAM/UNIT \_\_\_\_\_ School of Marine Sciences  
 CURRENT COURSE DESIGNATOR SMS CURRENT COURSE NUMBER 544  
 EFFECTIVE SEMESTER Spring 2015  
 TITLE Oceanography and Natural History of the Gulf of Maine

**REQUESTED ACTION:**

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

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

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

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

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

**ELIMINATION:**

- ☐ Course Elimination

**ENDORSEMENTS (Print name)      Date      Sign Initials**

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

Fei Chai

7/16/2014

Fei Chai

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

**College Dean(s)**

Edward Ashworth

9/9/14

EAshworth

**Dean and Associate Provost for Graduate Studies**

Dan Sandweiss

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

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

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

SMS 544 Oceanography and Natural History of the Gulf of Maine

Class examines the basic workings of the Gulf of Maine: its geological history, basic marine biology and oceanography, nutrient dynamics, and various biological processes, from phytoplankton blooms to commercial fisheries and associated management issues. Class will also explore the impacts of human interactions in the Gulf, especially those related to fisheries, pollution, coastal processes and other recent global warming-related changes.

2 cr.

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

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

Text(s) planned for use:

None

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

David W. Townsend, Professor of Oceanography.

Current teaching load: SMS-100, Fall Semesters, and this class in Spring.

Reason for new course:

This graduate-level (500) class has been taught intermittently in the past, as a Special Problems class (SMS-598), and it has been well-received each time, with enrollments meeting the class limit (15 students). The faculty of the School of Marine Sciences, at its retreat last spring, determined that the class needs to be formalized and regularly offered.

and

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

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

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

This class does not adversely affect any other departments; rather, it positively affects them, as graduate students and senior undergraduates from departments other than SMS, have enrolled.

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?

Last offered as Spec. Prob. last semester (Spr, 2014; enroll = 15), the plan is to offer it as a formal class next Spr. Sem. (Spr. 2015) and again in Spr. 2016. It will then be offered in the Spring Semester of even-numbered years, alternating with a graduate class (Fisheries Oceanography) that is offered in Spring of odd-numbered years.

**New Course proposal:****SMS- 544 Oceanography and Natural History of the Gulf of Maine (2 Cr.)****Elements of Proposed Syllabus:**

**Class overview:** The purpose of this class is to lay a scientific, foundational understanding of the natural history of the Gulf for interested students. We will examine the basic workings of the Gulf of Maine: its geological history, basic physical oceanography, nutrient dynamics, and various biological processes, from phytoplankton blooms to commercial fisheries and associated management issues. We will take a historical approach to explore how ideas have evolved over the past century with respect to our understanding of the basic workings of the Gulf's ecosystems, from early fisheries problems to more current issues such as tidal power generation and sea level rise. In addition to discussions on basic marine biology and oceanography, we will explore the impacts of human interactions in the Gulf, especially those related to fisheries, pollution, coastal processes and other recent global warming-related changes.

**Instructor:** David W. Townsend, Professor of Oceanography, 341 Aubert Hall, Campus; 1-4367; davidt@maine.edu;

**Office Hours:** Mondays, 8-12am.

**Prerequisites:** SMS-100 or equivalent, SMS-201 or equivalent and SMS-302 or equivalent; prerequisites may be waived with permission of the instructor. Open to senior undergraduates.

**Textbook and/or Readings:** We will maintain a FirstClass folder, where pdf's of assigned and recommended readings are made available, as well as instructor's Power Points, and other class materials.

The class may be offered via Polycom, depending on the need.

**Student Learning Outcomes:** Students will acquire an understanding of the historical evolution of scientific understanding of processes that govern the biological productivity of the Gulf of Maine, fisheries production, climate change and variability, and human impacts. The class is intended to instill in students an appreciation of the importance of historical underpinnings to current scientific ideas.

**Class Format:** This is a graduate-level class; it will include both a lecture (most will be brief) and a discussion/seminar format.

Classes 1 to 3-4 (the first 3-4 weeks) will be lecture-only, in order to cover background information on the Gulf of Maine (and especially, general aspects of oceanography). Classes 4 or 5 to 11 or 12 (the next 7 weeks or so) will begin with an overview lecture (ca. 40 min.) and will be followed by student-led discussions. Each student will each lead a class discussion of 25-40 minutes on one paper from the primary literature, assigned by the professor; there will two presentations each week. All students will write a Term Paper (~3,000 words, or ~10 pages doubled-spaced, Times Roman 12 pt. font) on a topic of their choosing (ideas will be suggested). Each student will also give a 10-15 min. Power Point presentation on their term paper topic.

**Grading:** Grades will be based on the following: Leading the discussion of paper: 30%; General class participation: 30%; Term Paper: 30%; Term Paper presentation: 10%. Late submission of term papers will be downgraded 10% per day, unless cleared with instructor beforehand.



**Policy Statements to be listed on class syllabus:**

- 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 Ann Smith, Director of Disabilities Services, 121 East Annex, 581-2319, as early as possible in the term.
- 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.

***Tentative Class Schedule: (Based on a 14 week semester)***

- |         |  |
|---------|--|
| Week 1. | Class details;<br>Historical context;<br>Some oceanographic principles   |
| Week 2. | Oceanography of the Gulf of Maine region; Circulation in the GoM and NW Atlantic region; The Maine Coastal Current System; Tides and Tidal Mixing; Biological Oceanography |
| Week 3. | Circulation Con't; Shelf-Slope Exchanges; Georges Bank and the Bay of Fundy; Geological History of the Gulf of Maine   |
| Week 4. | Sea Level, Coastal erosion, Beaches, Salt marshes, The intertidal zone   |
| Week 5. | Nutrients, Nutrient Cycling; Water Mass Dynamics & Variability; North Atlantic Oscillation (NAO);  |
| Week 6. | Gulf of Maine estuaries  |
| Week 7. | Phytoplankton; The spring phytoplankton bloom; [term paper topics due]   |
| Week 8. | Plankton: Zooplankton; Ichthyoplankton   |
| Week 9. | Plankton Con't: Harmful Algal Blooms (HABs/Red Tides)  |

- Week 10. Fishes of the GoM; Commercial fisheries, and Fisheries management; Larval & juvenile fish ecology & Recruitment
- Week 11. Human Impacts & Policy; Recent environmental changes in the GoM, and climate impacts
- Week 12. Student Presentations (on Term Paper topics)
- Week 13. Student Presentations (on Term Paper topics)
- Week 14. Student Presentations (on Term Paper topics)

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GRADUATE SCHOOL



NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM  
FOR GRADUATE COURSES

GRADUATE PROGRAM/UNIT Educational Leadership  
COURSE DESIGNATOR EAD COURSE NUMBER 690 EFFECTIVE SEMESTER Spring 2015  
COURSE TITLE Principal Internship

**REQUESTED ACTION:**

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

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

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

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

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

**ELIMINATION:**

- ☐ Course Elimination

**ENDORSEMENTS (Print name)**

**Date**

**Sign Initials**

Leader, Initiating Department/Unit(s)

Geroge Marnik

10/7/14

GM

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

Ulrich L. Brooks Ellis

10-22-14

ULBE

College Dean(s)

[Signature]

10/28/14

PMR

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):

Provides Students with a field-based opportunity to explore the role of the principal and assess themselves for work in such a role.

Prerequisites & Notes

Admission to EDL Program and permission of advisor

Credits: 1-3

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

Provides Students with a field-based opportunity to explore the role of the principal and assess themselves for work in such a role.

Prerequisites & Notes

Admission to EDL Program and permission of advisor

Credits: 1-4

**Reason for course modification:**

To allow the flexibility in scheduling one semester, 4 credit courses for both EAD 690 & EAD 691 instead of being limited to students register for 2 -2 credit courses in successive semesters. 4 credits are required to meet MDDE certification expectations.

## **SECTION 3 FOR COURSE ELIMINATIONS:**

**Reason for Elimination**

OCT 24 2014  
GRADUATE SCHOOL



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

GRADUATE PROGRAM/UNIT Educational Leadership

COURSE DESIGNATOR EAD COURSE NUMBER 691 EFFECTIVE SEMESTER Spring 2015

COURSE TITLE Internship in Educational Leadership

### REQUESTED ACTION:

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

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

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

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

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

### ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s) <u>Geroge Marnik</u>	<u>10/7/14</u>	<u>Gm</u>
College(s) Curriculum Committee Chair(s) [if applicable] <u>Victor Brooks-Fair</u>	<u>10-22-14</u>	<u>BF</u>
College Dean(s) <u>[Signature]</u>	<u>10/23/14</u>	<u>SL</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):

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):

Provides Students with a field-based opportunity to explore leadership roles (e.g. curriculum coordinator, teacher leader) and assess themselves for work in such a role.

Prerequisites & Notes

Admission to EDL Program and permission of advisor

Credits: 1-3

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

Provides Students with a field-based opportunity to explore leadership roles (e.g. curriculum coordinator, teacher leader) and assess themselves for work in such a role.

Prerequisites & Notes

Admission to EDL Program and permission of advisor

Credits: 1-4

**Reason** for course modification:

To allow the flexibility in scheduling one semester, 4 credit courses for both EAD 690 & EAD 691 instead of being limited to students register for 2 -2 credit courses in successive semesters. 4 credits are required to meet MDOE certification expectations.

## **SECTION 3 FOR COURSE ELIMINATIONS:**

**Reason** for Elimination



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

GRADUATE PROGRAM/UNIT \_\_\_\_\_ College of Education and Human Development  
CURRENT COURSE DESIGNATOR \_\_\_\_\_ ERL \_\_\_\_\_ CURRENT COURSE NUMBER \_\_\_\_\_ 547  
EFFECTIVE SEMESTER \_\_\_\_\_ Spring 2015  
TITLE \_\_\_\_\_ NUP Seminar in Mentoring

### REQUESTED ACTION:

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

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

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

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

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

### **ELIMINATION:**

- ☐ Course Elimination

### **ENDORSEMENTS (Print name)**

**Date**

**Sign Initials**

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

[Signature]      7/24/14      [Initials]

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

[Signature]      10-22-14      [Initials]

**College Dean(s)**

[Signature]      10/23/14      [Initials]

**Dean and Associate Provost for Graduate Studies**

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

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

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

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):

ERL 547 National Writing Project Seminar in Mentoring

Examines effective practices for assisting colleagues in writing and teaching writing. Students mentor those enrolled in ERL 545. Prerequisite: ERL 545 and ERL 546. Cr 3.

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

ERL 547 National Writing Project Seminar in Mentoring

Examines effective practices for assisting colleagues in writing and teaching writing. Students mentor those enrolled in ERL 545. Prerequisite: ERL 545 and ERL 546. Instructor permission required. Cr 3.

**Reason** for course modification:

In addition to satisfactory completion of ERL 545 and ERL 546 course requirements, applicants need to have demonstrated in those two courses sufficient affiliation with Writing Project principles as well as the capacity for collegial relationship building and introducing new Fellows to the Maine Writing Project.

## **SECTION 3 FOR COURSE ELIMINATIONS:**

**Reason** for Elimination

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NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM  
for Graduate Courses

GRADUATE PROGRAM/UNIT College of Education and Human Development  
CURRENT COURSE DESIGNATOR ERL CURRENT COURSE NUMBER 548  
EFFECTIVE SEMESTER Summer 2015  
TITLE NWP Advanced Institute in Teacher Leadership

**REQUESTED ACTION:**

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

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

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

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

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

**ELIMINATION:**

- ☐ Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s) <u>[Signature]</u>	<u>2/24/14</u>	<u>AJA</u>
College(s) Curriculum Committee Chair(s) [if applicable] <u>Ulrich Lewis-Eller</u>	<u>10-22-14</u>	<u>ULE</u>
College Dean(s) <u>[Signature]</u>	<u>10/23/14</u>	<u>SM</u>
Dean and Associate Provost for Graduate Studies		

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

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

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

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):

ERL 548 National Writing Project Advanced Institute in Teacher Leadership

Examines teachers' role as change agents. Includes mentoring students in ERL 546. Prerequisite: ERL 545, ERL 546, and ERL 547. Cr 3.

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

ERL 548 National Writing Project Advanced Institute in Teacher Leadership

Examines teachers' role as change agents. Includes mentoring students in ERL 546. Prerequisite: ERL 545, and ERL 546. Instructor permission required. Cr 3.

**Reason** for course modification:

In addition to satisfactory completion of ERL 545 and ERL 546 course requirements, applicants need to have demonstrated in those two courses sufficient affiliation with Writing Project principles as well as the capacity for collegial relationship building and introducing new Fellows to the Maine Writing Project.

ERL 547 should not be a prerequisite for ERL 548. The curricula and mentoring responsibilities in these courses are related but not necessarily sequential.

## **SECTION 3 FOR COURSE ELIMINATIONS:**

**Reason** for Elimination